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ABSTRACT

Following recommendations published in a report by Britains' Further Education Unit entitled "A Basis for Choice" (ABC), a set of criteria was established to develop a coordinated, nationally recognized framework for a pre-employment course in further education geared for those over the age of 16. During the next 2 years, such a course was piloted and some 20 colleges were monitored and evaluated against ABC criteria. As a result of this evaluation suggestions were made for development of new learning methods and materials that would help students develop various basic skills (literacy and communication, numeracy, manipulative and physical, planning and organizational, social, and employability skills) as well as job-specific skills. Next such possible modifications to the structure and content of ABC were discussed as adding materials in the areas of modern languages, creative work, scientific study, and microcomputer technology. Also addressed were the guidance and counseling roles of ABC tutors. Procedures were developed for uniform validation, certification, profiling, and evaluation in ABC courses. Following analysis of staff development needs and strategies related to ABC, recommendations were made calling for regular staff development workshops. (MN)

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Further Education Curriculum Review and Development Unit

ED219537

ABC IN ACTION

A report from an FEU/CGLI Working Party on the piloting of "A Basis for Choice" 1979-81

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The Further Education Curriculum Review and Development Unit (FEU) is an advisory, intelligence and development body for further education. It was established in 1977 by the Secretary of State for Education and Science to make possible a more coordinated and cohesive approach to curriculum development in FE by

1. reviewing the range of existing curricula and identifying overlap, duplication and deficiencies

2. determining priorities for action to improve the total provision and suggesting ways in which improvement can be effected

3. carrying out specific studies, helping with curricular experiments, and contribution to the evaluation of objectives, and

4. disseminating information about the process of curriculum development in FE.

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Jack Mansell
Director

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FOREWORD

The FEU Report "A Basis for Choice" has made a significant contribution to thinking and development of "17+ courses". One outcome of the Report was the establishment of pilot arrangements, in conjunction with the City and Guilds of London Institute, whereby courses in some 20 Colleges were monitored and evaluated against "A Basis for Choice" criteria. The report of a joint FEU/CGLI curriculum working party on this monitoring has now been received by the Board of Management of FEU. In the opinion of the Board it is a most valuable and timely contribution and should be of great value to colleges, validating bodies and any national group which might be established to implement future Government policies on 17+ courses and examinations.

The FEU is most grateful to the City and Guilds of London Institute for its ready co-operation in this activity, and to the co-operating Colleges. The publication of the report is not intended to imply proposals or assumptions about any particular national validating arrangements for ABC-type courses. It is hoped and expected that the report will be of value to interested validating bodies and to the Department of Education and Science as further consideration is given to meeting the needs of students who will profit from ABC-type courses.

As the needs of the client group forming the substance of this report grow in scale and significance the report has much to offer all those concerned with curriculum development in vocational preparation. It is commended as a most valuable and necessary follow up to "ABC" and as an effective springboard for further development.

GEORGE TOLLEY
Chairman: FEU Board of Management

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Membership of the Joint FEU/CGLI Curriculum Working Party, 1980/81

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PREFACE

i) What follows is not only a report to the CGLI and FEU of two year's work by many people in testing and piloting "A Basis for Choice", but a set of Guidelines for teachers, planners and policy makers in the area of 17+ vocational preparation programmes.

ii) We are particularly appreciative of Beryl Pratley who compiled the report, to those members of the joint CGLI/FEU Working Party which guided the 1980/81 Pilot, to the Consultants who advised colleges/schools and reported their progress and to Guy Montford and his colleagues who serviced the Working Party.

iii) The introduction to the Report describes the changing situation that existed at the inception of the Working Party, including the obvious impact of the Consultative Paper "Examinations 16-18" on the schools sector. It is our regret that more schools could not have been included in the Pilot study and that they are not more prominently reported on in this document. This was an historical accident, schools were approache via the Schools Council, rather late in the exercise and their experience in this area was not so developed as that of the FE colleges. Nevertheless, whilst it would be unwise to base too much on the small sample of schools in this study, their positive contribution to this project must represent a unique development.

iv) In Section TWO, the report outlines an Action Plan which the Working Party feels is the inevitable result of such a study. Many of the principles of that plan are applicable to a wider range of educational development than is dealt with in this report: the emphases on staff development, support and team work are typical of the needs coming from almost any form of curriculum change, but skills such as counselling profiling and teaching for transferability through a vocational interest, although not necessarily new, are essential to the process of vocational preparation.

v) The subsequent sections of the Report describe the background of experience which results in such an Action Plan. More work will always be required in this area. At the time of writing a decision is awaited from the Government on the new 17+ examinati proposed in its Consultative Paper referred to above, meanwhile the CGLI has on offer to schools and colleges its new 365 Vocational Preparation (General) Course and the FEU will continue its work of developing and reviewing curricula in the area of Vocational Preparation. It is hope that this report will prove to be a useful contribution to the thinking of any Management Committee set up to administer or validate the new 17+ examination.

HARRY KNUTTON
Director-General CGLI

JACK MANSELL
Director FEU

Members of the Joint FEU/CGLI Curriculum Working Party, 1980/81

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INTRODUCTION

i. The 1979 FEU report "A Basis for Choice was well received on publication: it was given greater attention in 1980/81 because its thinking on curriculum was increasingly recognised as a major contribution in several aspects of curriculum development. The Government Consultative Paper "Examinations 16-18" (1980) suggested that "A Basis for Choice" offered a suitable basis for a new 17+ pre-vocational examination to be offered by schools and colleges.

ii. The growth and development of YOP and UVP schemes and the rapid increase in youth unemployment have created a need for curriculum frameworks, and in this context, "A Basis for Choice" has been a valuable source document.

The recently published "New Training Initiative" (MSC) demands a broad foundation of skills knowledge and experience to assist the transition to working life. It is arguable that a scheme based on "A Basis for Choice" could provide such a foundation, within the context of vocational preparation and the FEU's publication "Vocational Preparation" has suggested a unifying framework for these different developments.

iii. This report may give further help in planning and implementing college-based vocational preparation courses along the lines of ABC*. It suggests to policy makers some of the factors influencing the implementation of such a development; it suggests to college administrators some of the organisational implications of change; it suggests to teachers some of the ways in which new curricula can be developed.

iv. This report can be no more than a description of two years experience of developing and piloting a new type of curriculu, with tentative suggestions about ways forward. There never will be a definitive account of how to run a vocational preparation scheme: local variables are too numerous, but it is hoped that this report will offer useful guidelines to course developers at local, regional and national levels.

Beryl Pratley
August 1981

*Note. ABC refers to the study group report "A Basis for Choice" (FEU 1979). Numbers refer to paragraphs in that report.
FS refers to the widely circulated feasibility study report, produced as an FEU paper in October 1980.
Appendix III, the consultants' checklist, can be referred to for the aims of ABC.

"A Basis for Choice" in Practice

Report of the 1979/80 feasibility study and 1980/81 pilot of the FEU report "A Basis for Choice".

Section ONE PRELIMINARIES

1. June 1979

In June 1979, the Further Education Unit published its report "A Basis for Choice" (ABC). It was the report of a study group (chaired by Jack Mansell) on post 16, pre-employment courses in further education. The report concludes that although there are many courses in existence for young people of average attainment who wish to develop further their education and vocational commitment, these courses lack co-ordination, and require a nationally recognised framework.

The report accordingly recommends a unifying curriculum structure, not necessarily a new course, but a set of criteria which might be applied to any of the courses serving the target group.. The report also suggests that national validation of the courses would bring considerable advantages, especially in the development of wider currency.

2. **September 1979** At the beginning of the Autumn term of 1979, a group of eight colleges began, at the invitation of FEU, to "test, and where necessary, reshape the core, and to develop an appropriate format for the profile, by the summer of 1980". The report's feasibility was to be tested against existing courses, provided under the regulations of several examining bodies, or entirely college assessed.

During the Academic year 1979/80, these courses were monitored by visits from FEU officers, and by meetings of representatives from the colleges involved. In general terms, the extent and nature of the common core specified in "A Basis for Choice" was found to be acceptable and realistic; there were suggestions about amendments to detail, and a need was expressed for guidance about the level of difficulty implied by some of the objectives. It was not possible to investigate the operation of the induction phase suggested in ABC because of the timing of the study, but observations were made about its possible length and administration.
An assessment profile was developed during the year, and given a limited trial. Although modifications to the profile were suggested, the use of the device was shown to be both possible and valuable. The general conclusions of the 1979/80 feasibility study are appended to this report. (Appendix 1).

3. September 1980 The report of the 1979/80 feasibility study suggested that the FEU might profitably test the criteria of ABC against a wider range of courses; that the induction phase needed to be monitored in practice, and in particular, that the criteria should be tested as part of a validating process. (See paragraph 11, App I). Following a recommendation by the FEU Board of Management that the City and Guilds of London Institute be the validating body, FEU officers had discussed with the CGLI the possibility of developing with them machinery for piloting and validating ABC. It was decided to expand the number of colleges involved to about 20, and contacts were made with a number of colleges who were known to be running a variety of pre-employment courses, or who had expressed a willingness to be involved. An attempt was made to cover as wide a range as possible of existing courses, including colleges with courses of their own devising, some of which had been established to satisfy the criteria in ABC. Three of these colleges had already approached CGLI to provide validation under the arrangements for Foundation courses. A good geographical distribution was also attempted. It would not have been possible for FEU to monitor work in this expanded number of colleges without assistance, and CGLI appointed five part-time consultants to assist with the work of monitoring developments.

It was decided to establish two parallel working parties: a Curriculum Working Party, to monitor curriculum and staff development, via the work of the consultants and FEU; and a Validating Working Party, representative of the interests of the validating bodies concerned. A meeting of the former group was fixed for 15 October 1980, with Jack Mansell, the new Director of FEU, as Chairman.

4. "Examinations 16-18"

On 14 October 1980, the Government published its consultative paper entitled "Examinations 16-18", which suggested an Intermediate examination (I level) to be taken alongside 'A' level and, more significantly for the FEU, outlined a proposed future structure of examination provision for young people of 17+. The Government, said the paper, "consider that the right course is to secure the development of a pre-vocational examination, broadly along the lines recommended in "A Basis for Choice" that could be taken by young people attending either schools or colleges ..... The Governments' preliminary assessment is that one of the FE examining/validating bodies might be invited to undertake the co-ordination of arrangements for the new examination." (para 13). The full text of the relevant portions of the paper appears as Appendix II.

The publication of the consultative paper significantly altered the nature of the FEU/CGLI pilot study. Firstly, it suggested the applicability of ABC to schools, most of whom had not seen the report. FEU had of course been aware of the potential application of ABC in schools, and had asked the Schools Council to arrange for a number of schools to be associated with the pilot study, either through CEE courses, through CGLI Foundation, TEC, BEC or other vocational preparation courses. This request was made through the Schools Council because the FEU remit confines its activity, and the distribution of its publications, to the further education system. Copies of ABC were consequently therefore distributed on request to both schools and colleges, along with the report of the 1979/80 feasibility study, and copies of the draft profile.

5. Secondly, the plan to form a Validation Working party at CGLI had to be shelved, pending the Department of Education and Science consultations on the "Examinations 16-18" paper, and in particular, the implications of asking an FE validating/examining body to make the arrangements for the new 17+.

Thirdly, a large number of additional institutions expressed their anxiety to be associated with the current pilot, and many others began to plan additional, or modified programmes based on ABC. These plans resulted in many requests to CGLI to validate courses under its Foundation arrangements. Both CGLI and FEU staff made numerous visits to courses and conferences to talk about ABC, and to colleges to help in the design of new provision. When the Joint Curriculum Working Party met on 15 October then, it found itself engaged on a task set in a rather different context from that originally envisaged. While it was accepted that the aims of the pilot study would remain the same, there appeared the possibility that the group would be considering not just a framework for existing provision but the basis for the new 17+ examination.*

6. A paper from the chairman outlined the aims of the extended pilot study as being to:

i. verify or otherwise those amendments to the common core that were suggested during the 1979/80 study.

ii. investigate and evaluate the induction/counselling arrangements.

iii. apply to a wider range of courses the ABC criteria.

iv. develop further the profile method of recording assessments.

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* See Appendix 2a FEU's response to "Examinations 16-18"
2b CGLI response to "Examinations 16-18"
2c Schools Council response to "Examinations 16-18"

7. The terms of reference of the Curriculum Working Party were:

i. to extend the 1979/80 feasibility study to a wider range of courses and institutions, and to further the curriculum development of these courses in relation to the ABC criteria, the report of the feasibility study 1979/80, existing courses and current developments.

ii. to advise the Institute's validation sub-committee on ways in which the ABC curriculum criteria might be translated into validation criteria.

iii. to advise the Institute on the staff development and support needed for the successful pilot and initiation stage of courses relating to the ABC criteria, and to produce guidelines for this staff development.

iv. to produce a report on the study which provides curriculum guidance to future course developers, and examines the organisational framework implied by ABC.

8. This report is therefore related to (iv). It aims to assist future course planners by describing the major issues associated with the implementation of ABC; to suggest the resource and organisational implications of such developments; and to suggest links with other developments eg YOP, BEC, TEC. It is also a report on the year's activities to the two sponsoring bodies, FEU and CGLI.

Section TWO IMPLEMENTING 'A BASIS FOR CHOICE ' - A SUMMARY ACTION PLAN

9. The major considerations arising from the pilot produced a ten-point action plan.

i. Devise a mechanism for assessing initial choice/ commitment/ suitability of students at an institutional level

ii. Make available a range of vocational areas of some breadth, either with a single institution, or across a group of institutions

iii. Have sufficient numbers of post-16 students to form viable teaching groups

iv. Make arrangements for pre-course and in-course counselling and careers education and guidance, including regular tutorials

v. Designate a course co-ordinator, with a course tutor for each group of students within the scheme

vi. Make arrangements to obtain "hands-on" experience of specific job-skills

vii. Arrange timetables and deploy staff so that the aims of the ABC core curriculum can be met

viii. Make arrangements for course-team meetings on a regular basis

ix. Provide an adequate learning base for each group, and resources for individual learning

x. Provide a staff development programme.

10. Implementation of ABC should involve the following considerations:-

11. <u>Devise a mechanism for assessing initial choice/commitment/ suitability of students at an institutional level</u> (See Section six)

i. ABC addressed itself to the problem of ensuring that vocationally uncommitted students made choices about their future on good information, and with some experience. The report proposes an induction phase, and some of the issues involved in making this kind of arrangement are discussed in section six of this document.

ii. In the light of increasing youth unemployment, what is also required is a realisation that non-commitment should not necessarily be equated with low ability, or a lack of interest in any vocational area.

iii. What is needed are appropriate arrangements for the admission of students, with co-operation from and not competition, between college departments. In one or two areas, advice is offered to young people on a local authority basis, enabling a best choice of schemes from a range available across several institutions, including schools.

12. <u>Make available a range of vocational areas of some breadth, either within a single institution, or across a group of institutions</u> (See Section FIVE)

i. If young people are to be offered a choice, a range of work needs to be available. In their new Vocational Preparation (General) scheme, CGLI have suggested a minimum of three vocational areas to be explored. The co-operative arrangements suggested in para 11.ii (above) might be particularly valuable where colleges are

monotechnic, and cannot offer a wide vocational choice. There are several examples of co-operation between schools and colleges in the provision of choices.

ii. The most common range on offer is a general choice between working with people, working in commerce, or working in production or maintenance. The MSC funded "Youth Skills" project is proposing a more refined system of up to twelve suggested occupational groupings.* There are colleges offering choices within single departments, eg between plumbing, brickwork and carpentry. It will be a matter of debate whether this latter example offers a sufficiently wide choice.

iii. Inter-departmental co-operation needs to be encouraged, and unnecessary barriers to co-operation removed.

13. Have sufficient numbers of post-16 students to form viable teaching groups

i. Once students have negotiated their choice, they are likely to form fairly discrete groups. About 15 seems to be an acceptable size. An enrolment of at least 45-50 students is thus likely to be needed to give a suitable range of choice.

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* April 1981: these were Administrative, Clerical and Office Services Occupations; Agriculture, Horticulture, Forestry and Fisheries Occupations; Construction and Extractive Occupations; Craft and Design Occupations; Electronic, Electrical and Mechanical Engineering Occupations (A) Manufacturing and Assembly Occupations (B) Installation, Maintenance and Repair Occupations; Food Preparation and Service Occupations; General Manufacturing and Processing Occupations (A) (A) General Manufacturing Occupations (B) Processing Occupations; Personal Services and Sales Occupations; Community and Health Services Occupations; Technical and Scientific Occupations; Transport Services Occupations; Electronic Data Service Occupations.

ii. There are colleges and schools dealing with enrolments of 12-15, and offering them vocational choices, by fitting students into, for instance, day-release classes. This is not always an appropriate arrangement and an alternative strategy with smaller groups is to ensure that every student "samples" a range of vocational areas throughout the year.

iii. The Curriculum Working Group remains convinced that schemes related to "A Basis for Choice" should continue to apply to students over the compulsory leaving age, and should not be part of pre-16 provision.

14. Make arrangements for pre-course and in-course counselling and careers education and guidance, including regular tutorials (See Section SEVEN)

i. Each scheme needs at least a weekly group tutorial, with tutors also available for personal tutorials. In addition, good use can be made of careers officers and other support services.

ii. Course tutors need organisational, curriculum, and personal support in the various roles they are required to take; eg the development of group skills, profiling etc. Other support services need to be available either in the college or school, or in its locality.

15. Designate a course co-ordinator, with a course tutor for each group of students within the scheme

i. The course co-ordinator is an important pivot between the staff group and student group(s). Curriculum and staff development need co-ordination, as do negotiations with outside agencies. The co-ordinator needs to be a person with sufficient status and experience to perform these functions.

ii. The co-ordinator need not necessarily be a course tutor, especially where there are several groups of students, but each group needs a tutor, to monitor the progress of students and mediate their needs back to the staff team.

16. Make arrangements to obtain "hands-on" experience of specific job-skills (See Section FOUR)

i. FEU has other publications about the importance of learning from experience. Schemes will benefit enormously from the inclusion of periods of work experience, and this should not be the only vocationally directed work in any scheme.

ii. Where work experience is not possible to arrange, attention should be given to ways in which the demands of work can be simulated within the college or school.

iii. In any case, schemes should be designed to make students as "active" as possible in their learning styles, with classroom and workshop activities arranged to give experience of some real job skills and standards.

17. Arrange timetables and deploy staff so that the aims of the ABC core curriculum can be met (See Section THREE)

i. The criteria of ABC embrace a range of existing courses, some of which come nearer than others to matching these criteria. In many cases, a shift towards ABC can be made through an adaptation of teaching arrangements, and the decision to do this can be made at college level, without involving validating bodies and changing syllabuses.

ii. Most validating bodies currently involved with pre-employment courses are satisfied that their scheme could broadly meet ABC criteria.

iii. Within or between institutions, areas of work can be allocated to various teachers to ensure that all the ABC aims are covered. The teachers must meet regularly to avoid unnecessary overlap, or to plan more closely integrated approaches.

18. Make arrangements for course-team meetings on a regular basis (See Section NINE)

i. The team of staff teaching any course should be of a manageable size. That is, the total number of teachers with whom a particular student comes into contact should not be excessive (a suggested total of about 8), and the total number of teachers involved in a scheme should be such that they can be easily contacted, and can actually meet.

ii. Time should be allocated for regular meetings, (at least every two weeks) not only to monitor the progress of the course itself (see 17.iii), but also to monitor student progress and discuss the development of profiles

and materials. At least one college in the study minuted these meetings, as a way of ensuring the team's progress towards its goals, and this could be a useful discipline in the early stages of the course.

19. Provide an adequate learning base for each group, and resources for individual learning

i. The support of a group of peers is likely to be important to young people especially if attending a new (and often large) institution, and it is suggested that a stable learning base should be provided where possible, so that they have a "home". There are many reasons why this should not be in an isolated annexe.

ii. Young people entering courses are likely to have a wide variety of needs and starting points. This makes whole-class teaching inappropriate for a proportion of the course. Colleges need to develop a flexible organisation and resources for individual learning, in order to meet these varying needs.*

20. Provide a staff development programme (See Section NINE)

i. The approaches outlined in ABC (and in vocational preparation generally) involve considerable changes in the teacher's role and expertise from what has conventionally been demanded. It has been shown in practice that the feasibility of the ABC criteria is to a large degree dependent on the quality of teaching and expertise in curriculum development within a college. This quality and expertise needs to be fostered by carefully planned staff development programmes.

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* See FEU "Vocational Preparation" on Negotiation (para 38 and Appendix 3)

ii. There are few normal courses available to the vocational preparation teacher. Curriculum development has to be done locally, and staff development will be curriculum led. Membership of a mutually supportive staff team has been shown to be a vital element in both staff and curriculum development.

21. Resource Implications

i. Without doubt the most successful schemes so far seen have been those which have the support of senior management and the local authority, and where planning teams have been able to call on a range of expertise from different departments.

ii. In the early stages, the most vital resource is probably time. Time is needed for such things as curriculum development, materials preparation, negotiation with other agencies, arrangement of work experience and so on.

iii. Minimum physical resources would appear to be an adequately equipped base-room, with the kind of resources which assist individual learning (eg good supplies of learning materials, audio-visual aids); access to specialist vocational areas; an adequate but not excessively large staff team; a course co-ordinator to take responsibility at college level for developments.

iv. These requirements are no different from those of any other course, but for ABC and other vocational preparation courses, different emphases may be required, and colleges may need to make adjustments to their priorities if they are to provide adequate resources for course developments in this area.

v. There is ample scope for the sharing of resources, between, for instance, YOP and ABC schemes, or between ABC and traditional vocational schemes. This is one reason for not isolating these students in annexes (see 19.1).

22. Validation, Certification Profiling and Evaluation (See Section EIGHT)

i. In summary, the Working Party recommends that the management of courses along the lines of ABC requires:-

a. that an approvals procedure is necessary, and suggests some basic criteria;

b. that a spectrum of moderating processes need to be employed, ranging from face-to-face local moderation to firm centralised procedures;

c. that a profile method of recording assessments remains an essential feature of the 17+ curriculum, and preferably this forms the certificate.

ii. It recommends that formative monitoring and evaluation by outside bodies should be an essential feature of any new 17+ curriculum based on ABC.

Section THREE THE MATCH OF EXISTING COURSES AND THE ABC CRITERIA

23. Since "A Basis for Choice" was intended as a rationalising curriculum framework which would provide a core of learning and experience common to a variety of course provision, it follows that there was an assumption that either existing courses would already meet the objectives of the suggested core, that they could be adapted as necessary, or that they fell outside the target area of the report. During the 1979/80 study, colleges were asked to check the extent to which their existing courses "matched" the ABC core, and the reasons for non-coverage were documented in some detail. (FS 27-29). During the 1980/81 study, a further attempt was made to check the match with existing courses. Consultants were provided with a checklist to use with colleges in an attempt to discover where the gaps were. A copy of this checklist appears as Appendix 3. Half-way through the year, participating colleges were asked to complete a questionnaire, which among other things asked them to identify areas of difficulty in terms of matching the core. We therefore have a range of assessments of the match, by consultants, college teams, and course tutors, which broadly confirmed the assessments made in the previous study.

24. In summary, possible reasons for any mis-match are:

i. insufficient time on the course

ii. shortages of resources (either suitable material, or suitably qualified staff)

iii. student ability insufficient to meet the demands of some areas, or demanded different priorities

iv. doubts about the value of certain objectives

v. an objective was given low priority, and was therefore "squeezed out"

vi. an objective had been unsuccessfully tried before

vii. the existing syllabus excluded it.

25. In addition, there is an analysis based on the published syllabuses and guide schemes of various courses, which is reproduced as Appendix IV. Each course is considered separately later, but before that it is worth highlighting some additional points about the possible reasons for mis-match, which will be considered again in the section on commitment and induction.
The further education sector has traditionally offered either specifically vocational courses of a technical or business nature, and rather more recently, general education of an academic kind, eg 'O' and 'A' level courses. Most courses are based in, or controlled from, a single department. Colleges therefore tend to view any new course which emerges as fitting one of these two broad categories: general or vocational/technical.

26. The pre-employment vocational preparation courses with which ABC concerns itself do not fit easily into either category.*
They seek to motivate young people who have been "turned off" by conventional academic courses, by exploiting a broad vocational

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* See FEU "Vocational Preparation" 1981

interest, while at the same time seeking to fulfil many general educational aims, such as the improvement of language and numeracy, the provision of careers education, preparation for adult life.

In practice, we found that if the general education aims predominate over vocational aims, the criteria of ABC were more likely to be met. A pre-employment vocational preparation course based in a specialist department will often recruit apparently highly committed students whom the department is unable to place on other courses. The more job-specific their studies are, the more such students will feel satisfied that they are achieving their goal. Student motivation is closely linked to staff expertise in this specialist context. Often staff have no wish to broaden the educational base of the course, and see themselves working towards the same clear vocational goals as they do with all the students in their department.

The same course based in a general education department, and calling in specialist servicing from elsewhere, can have a very different bias. The possible conflict between these two positions can only be resolved with difficulty. Departmental divisions were identified by the earlier study as a problem area in terms of restricting student choice (FS 36). If these divisions lead to an over-stratification of vocational preparation courses in terms of the degree of job specialisation involved, it would be most unfortunate. There are good reasons why any young person leaving school and continuing in full-time education even of a technical nature, should have the opportunity to include in their course the aims of ABC, indeed there are some college Principals asking why ABC should not apply to their whole college. At the same time, course teams involved in at least two of the fairly vocationally specific courses in this year's study have expressed a reluctance to include some of the broader aims of ABC, because it would skew the course in the direction of general, rather than vocational education.

27. In this, they are supported to an extent by many of the existing syllabuses, which do not demand such a broad approach as that in ABC, and which make demands on time which do not encourage breadth or reflection, (a common constraint in FE). There was also the suggestion that some students themselves are impatient with breadth and the extent to which the core objectives may have been achieved in the years up to 16, can be checked during an early phase of the course, and taken into account. This means that the common-core should be used as a check-list rather than a syllabus to be worked through from beginning to end. It also means that even general educational topics should be made relevant to the perceived needs of the students.

28. General studies teachers have been familiar with this phenomenon for many years, and whilst the support of examining boards and validating bodies in allowing time for the inclusion of general educational aims in their course outlines, or a framework such as ABC, is valuable - an equally high priority needs to be given to suitable staff development aiming to show teachers how job-specific training can be used as a motivator in a course which achieves more general aims. General educational aims are rarely successfully achieved if treated as additive, as many general studies teachers will testify, but need to be thoroughly integrated with more specific vocational learning. This kind of integration requires careful staff and curriculum development, for both general and 'technical' teachers alike.

29. City and Guilds Foundation Course

The Consultants' reports described great variety in the extent to which Foundation courses, as they are actually provided and taught, match ABC criteria. It is possible to treat the Foundation courses in a highly job-specific fashion, and in some cases this happened. In others, there were attempts both to check the level of the commitment at the beginning, and to maintain a breadth of outlook throughout. Specific returns from colleges suggest difficulty with some objectives (eg some calculations, problem-solving) because of the level of ability of the students, with others because of a shortage of resources (eg telephone technique "cannot be covered because no telephones available"), but in general the most significant gaps occur because of the vocational bias of courses. Some quoted examples follow:-

i. Aims 10.4 and 10.5 (to do with the uses of resources and the implications of new technology).
- not covered in the community care course because it was not "industry based".

ii. Aims 10.2 (discussing personal and community responsibility for others).
- not covered in the science industries course - "not particularly relevant for science students".

iii. A vocationally specific Construction Foundation course omitted work on group communications, career choice, money management, and basic coping skills, because "the lecturers following the CGLI syllabus have not found it necessary to cover these points"

iv. On personal relationships and moral values (Aims 4 and 5), one course tutor suggested that it was not possible to cover them explicitly, but "it may be that they are covered at different points implicitly".

v. The analysis of the published CGLI guidelines suggests that low emphasis is given to various kinds of student centred activity, such as problem-solving and group work, with no real emphasis on the development of particular personal qualities. It should perhaps be recognised, however, that these areas are as much a matter of teaching method as course content.

30. The City and Guilds of London Institute are at pains to point out, however, that there is nothing in the Foundation Course which prevents its meeting ABC criteria, other than the emphasis which is given by various schemes and institutions running them. The major feature of the Foundation Course is that it is specific to one vocational area, and therefore assumes a vocational choice has already been made.

31. Royal Society of Arts Vocational Preparation (Clerical)

Initially, only one college in the pilot was running this course, which is designed to give a broad-based introduction to clerical type work in a variety of possible contexts. With its partner course, Basic Clerical Procedures, it offers a base-line of vocational preparation with a bias towards a particular area of work, in this case, clerical work. The initial attempt to match the course content and the ABC aims gave a close relationship, in the main because the college concerned was already including a general/liberal studies element, and some optional creative content. Unfortunately, the college decided to pull out of the pilot at a fairly early stage, because there were aspects of the study which implied a questioning of the students' commitment, and (to them) an unnecessary broadening of the course. This illustrates the dilemma, mentioned above, about the balance between vocational and general in a pre-employment course,

and the extent to which a particular department sees itself as providing either a vocational or a general course. A second college was found to carry on the exercise, but with a different departmental base, the "feel" of the course was rather different. A further college, joining late, completed the matching exercise, and largely confirmed the points set out below. The guidelines of the RSA courses do not specify any work on political or economic literacy (Aim 9), although there is a compulsory careers education component which would allow for the inclusion of broader aims if time permitted. A working party meeting at the RSA has satisfied itself of the potential close match of ABC and the Vocational Preparation course, but recognises that for a variety of reasons, individual colleges may not be able to meet all the ABC criteria.

An important feature of the two RSA courses is the recommended work experience, which, properly monitored, gives the opportunity to cover much of ABC Aims 1 and 2, and probably 3. The Voc Prep course assumes some commitment to occupations which involve clerical work (office work, warehousing, retailing etc), and the BCP course assumes a wish to work in an office. As such, the courses provide a good framework for study after induction is completed, and broad choices are made. The extent to which they can be made to match ABC criteria is as dependent upon the priorities of the course providers and the ability of the students, as upon the guidelines laid down. The RSA Voc-Prep Course is of additional interest as it is the only course currently providing an individually produced student profile.

32. On the match with ABC in practice, the course tutor reported difficulties over achieving more than the essential basic numeracy objectives with some students, and particular difficulty over the areas of political and economic literacy, because of time pressure and the existing level of staff expertise. It is an indication of the shortage of resources (and ingenuity) in some colleges that it was reported difficult to do telephone work (on a clerical course) because the college had no telephones available.

33. Certificate of Further Education

In this year's pilot study, there were two examples of the Certificate of Further Education (General): one run entirely in a college, another run jointly between a college and a school-run centre. There was also one example of the more vocationally specific Inter-Regional CFE in Pre-Nursing and Caring Skills (UEI). The latter has a very full specified syllabus, and the students apparently have a strong initial sense of vocational commitment, both factors which inhibit coverage of the total range of ABC aims. Specifically, the Pre-Nursing CFE tutor reported:-

Aim 93-95 (political literacy + understanding payslip) "restriction of CFE syllabus - no time available".

Aim 10.4-10.5 (Understanding technology). "Limited by prior vocational choice".

Aim 12 (learning for flexibility) "Unrealistic for our low-level students".

34. Similar problems were reported by another college running a college-devised pre-nursing course (not the CFE). In this case, the general sentiment seemed to be that work could be extended, included, or specifically designed to achieve full coverage of the ABC aims. Level of student ability was apparently not a problem.

The CFE General is a continuously assessed course with a core of basic subjects and a range of vocational options. In structure, it comes close to the pattern suggested in "A Basis for Choice"; in practice, lack of coverage is attributed to the time available or the low level of student ability, or (from the school centre) the fact that "areas of the syllabus merely duplicate material covered in the secondary schools". Another college attributes the limitations of its particular course to the high incidence of student personal problems which have interfered with the course's progress. The constant references in each case to low student ability implies the existence of a hierarchy within the CFE, with the General certificate aimed at a lower ability level than the vocationally specific courses. In one college, indeed, it is possible to follow the more specific Inter-Regional course as a second year, after the General. This hierarchy may be both unfortunate and unnecessary, even if it is only applied to a small number; uncommitted is not necessarily unable. In fact, the general CFE course should be capable of accommocating quite a substantial shift in the direction of "A Basis for Choice".

35. The Certificate of Extended Education

The publication of the "Examinations 16-18" Consultative Paper alerted many schools to the existence and detail of "A Basis for Choice", and those schools which had invested heavily in CEE and/or were either dissatisfied with or doubtful about its future, took a special interest.

36. One school in the pilot study had an existing CEE programme which came very close to the framework proposed in ABC. There was no induction period; it is an 11-18 school, and the staff felt that they have sufficient opportunity to check student aptitude and choice before the start of 6th form studies. Instead of a random "cafeteria" system of subject choice, students are recommended to take groupings of CEE subjects which represent the core plus a vocational area. The vocationally biased subjects are devised locally to reflect employment needs. Work experience is included as part of the course. This appears to parallel the proposals made in the Southern Region to offer a group of five CEEs which between them cover the core of ABC.

37. One sixth-form college has devised a scheme to start in September 1981, which offers a core of CEE subjects with vocational options based on covering work with people, work with business, or with technology. Breadth of coverage is added by a range of elective studies, available across the school, many of which (eg catering, electronics) are vocationally biased. This latter point indicates a major difference in organisation between most schools and colleges, which has important implications for "A Basis for Choice". Colleges are used to handling students studying common courses, and forming discrete course groups. Teaching groups in large schools constantly form and

re-form, according to the subject being taught. This makes the planning of integrated courses much more difficult, and suggests that student groupings will form as a result of social, rather than curricular factors. It may therefore be more difficult to attain some of those social and personal developmental objectives which depend on group support.

38. Another school, closely involved with the discussions during this year, but not planning any changes in provision, has produced an analysis of how ABC criteria could be met in the context of an 11-18 school. In summary, the findings are as follows:-

"If a student uses 60% of the school week following the programme outlined below, he will have covered all the ABC core objectives laid down:-

a. SREB CEE Communications (13, 17 and 18 or 13, 17 and 21)

b. SREB CEE Mathematical Studies (1, 2 and 10 with Basic Computation)

c. SREB CEE Design-Centred Studies, any medium

d. AEB AO "Family and Community Studies"

e. Sixth Form Careers Guidance programme (normal)

f. Sixth Form General Studies (re-structured to plug a few gaps)

g. Sixth Form Community Service (normal)

h. Some school-run Work Experience (2 weeks?) - and above the present fifth year programme.

39. The school concludes:-

"a. We could operate ABC core via CEE and A/O syllabus, with non-examination inserts,
given a compromise on induction phase;
an extra scale and half a teacher or so;
a bit of luck with Work Experience;
some allowance for ground covered in main school;
the clients (would they see sense in it? would they return?)

b. We could operate the full ABC programme,
given in addition another year and minimum £15,000;
a few botches in the rest of the school and college timetables (to provide vocational work at local college);
a compromise on the integrated nature of the course;
the clients (would they prefer YOPS, or the dole, or the odd evening class?)".

40. Appendix 4 gives more detail of the match of existing courses as suggested by the published guidelines of examining bodies. Appendix 4a lists statements on the match from colleges.

41. Two important curricular points emerge. Firstly, the core described in ABC was a suggested list of what a young person should have done by the age of 17. It is not a syllabus; that is it is not intended that it should invariably be commenced at the beginning, and worked methodically through to the end. It is essential to take account of past student achievement, and the fact that content appears in courses lower down the school. A essential part of "negotiation" referred to in "Vocational Preparation"* is to determine an individual's starting point on the checklist of basic skills. Secondly, the reference to low student ability as a reason for non-coverage of work, causes some concern. It is as though certain subject areas which are believed to be intellectually too demanding remain closed to pupils of a certain ability level. It might be as well to bear in mind Jerome Bruner's concept of the spiral curriculum; that one can teach any subject in some intellectually honest form to any child at any age. What is particularly worrying is that the areas omitted on these grounds are those of greatest significance in terms of an independent and aware adulthood. It may be worth questioning whether a further heavy investment in literacy and numeracy (isolated from the rest of the student's programme) after eleven years of schooling is of greater worth to the low achiever than the development of some other capacities suggested in the core.

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* FEU 1981

Section FOUR LEARNING MATERIALS AND METHODS

42. One of the reasons why a commentary was written to accompany the objectives of the ABC core was the realisation that some indication was needed of the kind of classroom activity implied by the objectives. The aim was to indicate in general terms the level of intellectual demand, and also the extent to which it was felt that learning could be based on experience.

43. In practice, many people developing ABC-type schemes have found not only that they need to develop new teaching approaches, but also that they are meeting students with very different characteristics from those they have been used to. It should be remembered that ABC comes into the category of vocational preparation, as FEU has defined it,* and the common curriculum themes run through the ABC provision.

44. The curriculum may need to be negotiated, on the basis of the demands of the course (defined by its syllabus); the needs of the students; the local employment situation, and broad educational aims. This may mean that whole-class teaching may be inappropriate for much of the time, as individual needs predominate.

45. The learning which takes place should be relevant and based on experience as far as possible. This should mean far less teacher centred activity, and much more student centred activity. Work in groups may assist students to reflect upon what has been learned via the experiences offered, and suggest how this learning might be applied to other situations.

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* FEU "Vocational Preparation" 1981

46. Whether developing new approaches, or dealing with new kinds of students, or trying to tackle new subject areas, the most pressing question for the ordinary teacher remains "What am I going to do at 9am on Monday?". The 79/80 feasibility study report, in its general conclusions (para 40) said:-

"It would be useful to prepare a list of references to learning materials already developed, indexed under the relevant aim(s)."

47. With this need in mind, a group of teachers was asked to register as much useful teaching material as possible, related to the aims of ABC. The result is a Resources Guide prepared by FEU* describing material which can be used in vocational preparation courses. It is mainly book material, but there are notes about a variety of TV programmes. The intention is to provide a starting point for teachers, rather than an instant kit for students. The material is sorted according to the aims of ABC, and there is some attempt to cross reference.

48. It should not be supposed that any single text-book can provide an adequate resource for teaching on vocational preparation courses, The Resources Guide is designed to help teachers pick their way through what is available, and avoid some of the wasteful duplication of effort involved in colleges preparing resources for the teaching of basic skills. There will undoubtedly be a good deal of local preparation of materials, but it is not always necessary to start from scratch.

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* A Basis for Choice - Resources Guide. FEU 1981

49. A useful resource for any vocational preparation scheme is a well-equipped base room, with a good supply of learning materials so that students can engage in individual work when appropriate. Some colleges have well developed "workshops" of this kind, especially for communications, numeracy, and related work, with a good supply of teaching aids (eg numeracy games, measuring equipment) and audio-visual equipment. Colleges are making extensive use of video, both for recording student activity (eg mock interviews, role plays) and for providing stimulus material. One college had as a major part of its course a project designed to publicise the course for future students. As part of their work, small groups of students made TV "commercials" about the course.

50. As the section on Staff Development will point out, most colleges still have some progress to make on the planning of integrated approaches, but there are some interesting examples of ways in which this has been approached.

i. <u>The "checklist" approach</u>

Using the ABC core checklist as its starting point, one course team allocated areas on which individual teachers would concentrate. These areas mainly coincided with areas of specialist subject responsibility, and the aim of the exercise was to avoid undue overlap and duplication.

From time to time, the team met to check that coverage was proceeding as planned, and adjustments were made according to what individual teachers were managing to cover, and what students were thought to need most.

ii. The "master-plan" approach

One college produced a plan for integration by constructing a teaching "calendar" which indicated which core areas would be tackled when, and in the context of which teaching area. As a general guide to help a rather large course team to keep in touch with each other's intentions, this seemed to be an approach worth considering, although it was recognised that regular meetings would be needed to check progress and make adjustments. There might also be problems with this approach in coping with groups of students who had widely differing needs or abilities.

iii. The "integrated theme" approach

One college constructed its course round a series of projects, each with a theme linked to a particular vocational area with local relevance. A small working party drew up initial recommendations, which say:-

"The programme .....

should be interdisciplinary in nature avoiding "subject learning" and the confines of the classroom.

"It should take the form of a series of assignments, with continuous assessment and evaluation of both the student's progress and the methods of teaching and learning.

"An endeavour should be made to incorporate in the programme some first hand contact with the world of work through work experience and/or visits specifically integrated the assignments.

"The timetable should take the form of eight three hour blocks of project work with a member of staff timetabled for a complete half day, to facilitate practical work and make it possible to plan activities outside as well as inside college. The remaining two half days should be designated as private study periods in which students should seek relevant information, collect materials etc. The students should take an active part, under supervision, in the day to day planning and organisation of the projects.

"The teaching should be carried out as a team operation, all staff involved taking part in all assignments on a regular basis.

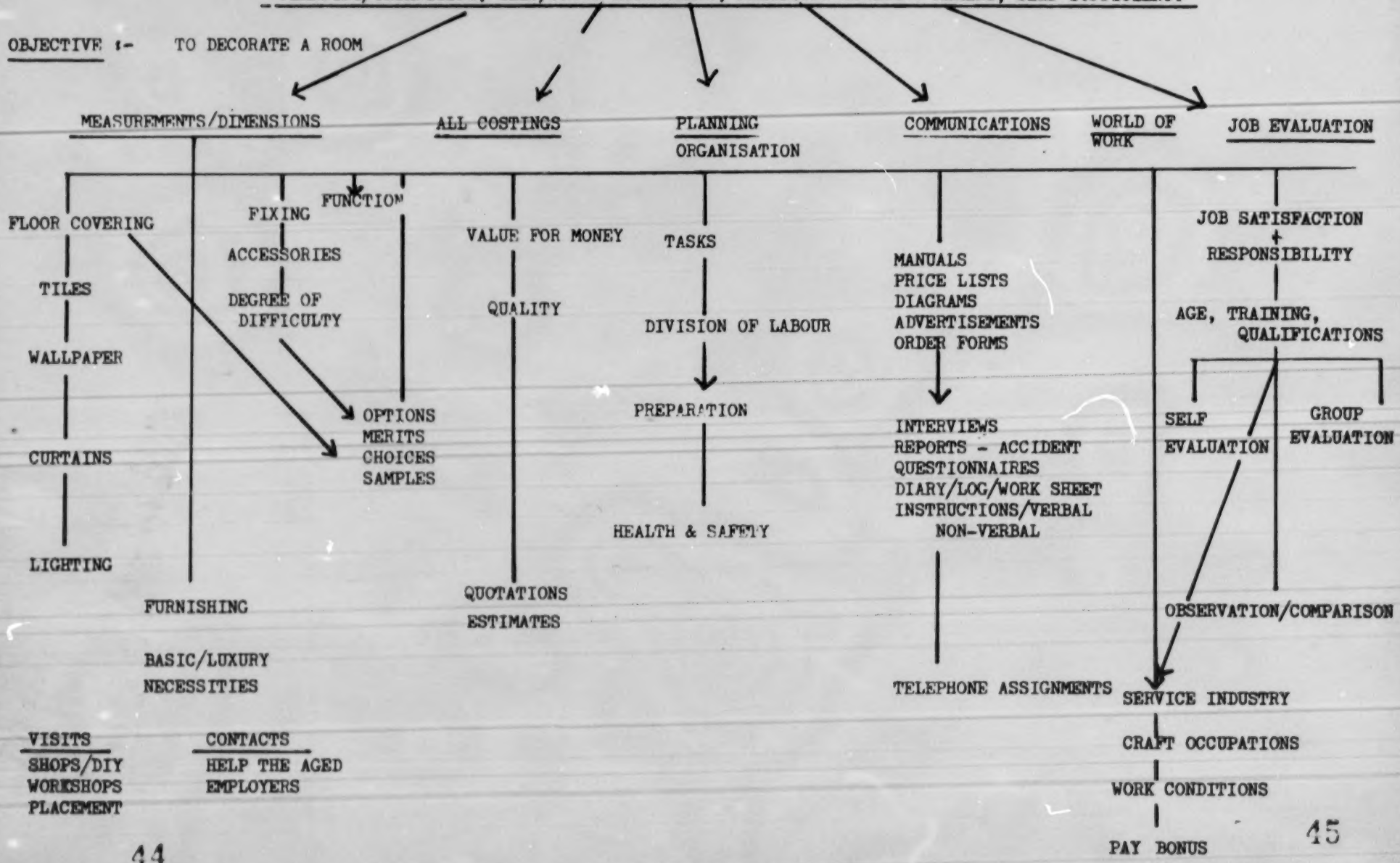
"Each assignment should be preceded by an introduction showing the relevance of the assignment to the skills needed in working life, and followed by a session involving self-assessment on the part of students."

51. An example of the outline plan and analysis of objectives for one four week project follows, showing the way in which various objectives can be approached through one theme.

ASSIGNMENT — DECORATING A ROOM — TIME - APPROX 4 WEEK

GENERAL AIMS :- LITERACY, NUMERACY, WORK SKILLS, LIFE SKILLS, LIFE SKILLS, COMMUNICATIONS, MANIPULATIVE SKILLS, PLANNING/ORGANISING, SELF/GROUP ASSESSMENT, REALISTIC DECISION MAKING, SELF SUFFICIENCY

OBJECTIVE :- TO DECORATE A ROOM



VISITS
SHOPS/DIY
WORKSHOPS
PLACEMENT

CONTACTS
HELP THE AGED
EMPLOYERS

"This assignment would help to improve the students' ability in various ways;

a. Literacy and Communication

To read and understand data in a variety of forms (eg manual, safety regulations, catalogues, but time-tables, telephone directory, street director, diagrams, graphs, tables);

To compile notes (eg observations from visits);

To complete order forms;

To understand work sheets;

To compile a diary, log work carried out;

To convey written and verbal instructions;

To discuss recommendations, evaluate advice, distinguish fact from opinion;

To write letters;

To devise a questionnaire and evaluate the answers;

To appreciate the effectiveness of various mediums of expression;

To undertake interviews (if possible, of employees carrying out this task in industry).

b. Numeracy

To undertake basic calculations;

To use standard units of measurement and make conversions;

To make estimates of size, cost, time, quantities required;

To calculate perimeters, area, volume;

To use rulers, calculators;

To understand simple discount systems;

To calculate wages, bonus;

To understand a percentage (VAT, discount, tax).

c. Manipulative and Physical Skills

To use basic tools (tape-measure, paint-brush);

To perform various manual tasks (cutting, joining, pouring, mixing);

To experience the need for physical stamina, eg standing for long periods, working for set time with limited breaks;

To use ladders;

To experience lifting, carrying in the work situation;

To perform a manual task requiring attention to detail (eg painting intricate woodwork);

To make judgements relating to shpae, size, colour;

To adapt working methods according to the properties of the materials used.

d. Planning and Organisation

To understand how to plan methodically;

To organise a task in relation to time and manpower;

To work within external restraints;

To plan resources to complete a task;

To divide a task into component parts;

To decide on order in which elements of the task should be carried out;

To experience the system of division of labour in operation.

e. Vocational Studies and Knowledge of the World of Work

To understand the job structure of one example of a service industry;

To formulate job profiles of a number of jobs within the industry;

To understand the working conditions in a particular industry;

To appreciate the importance of Health and Safety regulations at work places;

To understand the economic organisation of a firm, the role of capital, cheques, banking etc in relation to an undertaking;

To describe the role of trade unions within a firm;

To understand the entry requirements for particular jobs within the industry;

To be aware of the systems of recruitment and training within the industry;

To assess the impact of technological change on the industry and future prospects in relation to numbers of employees and need for adaptability

f. Social Skills : Personal Development, Self-Awareness etc

To experience responsibility and working on one's own;
To measure how one relates to others working in a team;
To develop confidence from achieving a set task;
To develop self-awareness of strengths and weaknesses;
To understand the importance of unfailing concentration;
To make a group decision;
To assess own feelings towards the task carried out.

Section FIVE THE VOCATIONAL FOCUS AND JOB-SPECIFIC SKILLS

53. The previous section described one example of the way in which the vocational focus of the course might be managed, that is, by a project based approach which has a particular vocational area as its theme. In this case, the course was broadly diagnostic: students who did not have a particular vocational aim, were given the opportunity to complete all the projects, and career intentions were gradually formed during the course.

54. This approach contrasts with other course structures, which generally go for 'bolt-on' options to the central core, with many of the core objectives taught via a vocational subject. The original ABC report (paras 58-65) outlines an approach to vocational studies which is still not completely researched, and while some colleges are planning their vocational work on the broad skill groupings to which ABC refers, there are still many 'tasters' being offered which are, in effect shortened or diluted versions of basic craft courses. This approach would not appear to be the most appropriate in terms of developing the broadly applicable competencies which will keep student options widely open.

55. The original TSA report 'Grouping of Skills' (1975) had as its basic assumption the importance of promoting occupational mobility in order to remain competitive in a rapidly changing world. In order to develop specific programmes of training to this end, the MSC then

attempted a very generalised classification focussed on Skills, Knowledge, and Interests (SKI). The classification also included occupations, and levels of attainment. The aim, to use MSC's metaphor, was to acquire 'bricks' or modules or skill and knowledge, to build 'bridges' between different jobs and occupations. Subsequent research has concentrated on the description of these 'bricks'. The research of most relevance to the construction of ABC schemes is that which concentrates on the employment prospect of school leavers. Two projects in particular* attempt to assess the skill requirements of the jobs entered by less qualified school leavers, in order to influence the curriculum offered to young people. Both projects use analytical instruments, adapted from the Canadian model** to attempt a definition of the 'generic' skills involved in this basic level employment. The Schools Council Project, "Skills for Adult Working Life" also addresses itself to the analysis of employment skills.

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* Young People Starting Work. Social and Applied Psychology Unit, University of Sheffield, Research in three ILEAs: Leeds, Liverpool and Coventry.

London Into Work Development Project. ILEA and Dr C Townsend.

** Generic Skills for Occupational Training. Dept. of Manpower and Immigration. Saskatchewan.

56. The dictionary definition of the word 'generic' is a characteristic of a class or large group of items. In other words the researchers were looking for those skills which were common to a large range of occupations and they assessed their importance by the frequency with which they found them. The assumption behind the Sheffield study was that skill use could be grouped under five main headings:-

- Use of tools and equipment
- Physical and perceptual skills
- Mathematical Skills
- Communicating with others
- Decision making and responsibility

Jobs to be studied were classified into forty categories, which were further categorised into eight occupational areas. Of the four-hundred and fifty-five jobs studied in Leeds, a small list of 'very important' skills emerged. Pens, pencils and cleaning equipment were used in a high proportion of jobs, but apart from these, there is a narrow range of mostly physical and perceptual skills. The basic list is reproduced here:-

"A LIST OF FUNDAMENTAL SKILLS

VERY IMPORTANT SKILLS	IMPORTANT SKILLS
Pens and pencils	Brushes and brooms
Bend, stretch or reach	Clothes, rags and mops
Finger, hand, wrist speed	Telephone
Push, pull or carry heavy objects	Concentration - repetitive work
	Finger dexterity
Manual dexterity	Arm or leg co-ordination
Steady arm or hand	Good sense of touch
Concentration - distractions	Distinguish shapes or colour
Use whole numbers	Add or subtract whole numbers

Use of lenth - imperial

Receive written information

Advise or help colleagues or work mates

Complete standard forms or letters

Use codes

Responsibility for injury or death

Responsibility for damaged tools or equipment

Responsibility for lost time.

57. The report on the Sheffield project suggests ways in which the curriculum offered to young people might relate to the research findings. The importance of the telephone could certainly be reflected in the curriculum. Physical and perceptual skills are well represented and they may have implications for physical education and craft-based subjects. There are few basic mathematical skills apart from elementary number work and the use of imperial units of measurement. In addition the skill requirements of the broad occupational areas are also analysed.

58. The indications are that the parallel project in London may suggest similar broad skill groupings and once again, inter-personal and communication skills assume considerable importance.

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* The FEU is at present summarising the research and development in this field and hopes to produce a document on Basic Skills in 1982.

59. The implications of these findings for the vocational teacher designing learning experiences for vocational preparation students are important. Specific technical skills assume less importance than developing particular styles of working which include responsibility for others' safety, cooperating with others, developing certain physical capacities and so on. The vocational teacher should therefore look at his/her specialist area and decide which skills and activities can be used as the foundation of the course which will develop these basic competencies.

60. Another MSC funded project* is making suggestions about the "job families" or vocational areas onto which training should focus, and has identified about twelve families of related occupations.

61. It may be wise to add a note about "transferable" skills of which there is currently much discussion. It may be assumed that the broadly generic skills, in that they appear in a range of occupations, can actually be transfered from one occupation to another, but at the moment, there is little research suggesting how this might be done, or who teaching might assist the process. One can only repeat the objectives listed under aim 2 in ABC.

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* Youth Skills Project. Institute of Manpower Studies

"To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in techology and careers."

"The student should first

12.1 Whenever they develop a particular capacity in a given context

12.1.1 identify other contexts in which the capacity could be useful

12.1.2 be given practice at applying relevant aspects of previous learning to a new situation

12.1.3 identify any other activities at which they are likely to be successful on the evidence of this learning."

62. Teachers need to see for themselves, and point out to young people the links between different kinds of activity, eg, that the skill demands of 'caring' type work may be very similar to those made of a shop assistant. Apart from this common sense assertion, the whole area of 'teaching for transfer' has yet to be effectively researched. It does however form the essence of Vocational Preparation.

63. Examples of the ways in which the vocational area is taught

i. Project based

The example quoted in Section THREE on methods is a good instance of the way in which a project built around a theme can incorporate essential core objectives and a vocational focus. There was little project-based work of this kind identified in the pilot, although it is developing on BEC courses, and there is at least one example of an MSC funded

YOP scheme where trainees are recruited to a particular project based scheme with a definite end product eg making toys for a childrens' nursery; making musical instruments and learning to play them. The core skills are then taught alongside the major focus.

On a smaller scale, there is an example of a production engineering 'taster' in sheet metal work, run as part of a course, which starts students immediately on the design and construction of a tool box and several basic tools. Fundamental job skills are introduced through the project, with attention paid to working together co-operatively, to problem solving, and so on. There should be (and probably are) comparable projects based on running a shop, providing clerical services, running a catering service and so on. Organisers of YOP schemes appear to be able to be more creative in this respect than the teachers of many college based schemes. This may be because of the constraints of syllabuses in the latter, but there is clearly room for more imaginative use of the vocational focus as the major motivator for a course.

ii. Multi-skills

The development of multi-skills workshops is another way in which colleges are attempting to respond to the need to prepare young people for groups of occupations. The traditional college workshop is devoted to training in one trade area and as such is likely to be both heavily used, and too vocationally

focussed for the needs of young people on vocational preparation course. Where resources have permitted, a way round this problem has been found by establishing workshops which have the equipment to introduce young people quickly to the basic requirements of a range of occupations, and gain some familiarity with the tools and equipment involved. The problem is in defining the level of competency required.

64. For instance, in one college working with the pilot study, there is a workshop designed to allow students to spend several sessions of two or three hours each in painting and decorating, brick work, plumbing, light engineering, electrical installations, and basic engine maintenance. These areas were chosen for their motivating power, for their relevance to local job opportunities, for the opportunity they gave to develop basic skills, and not least, because the skills learned were likely to be of use in the home, if not at work. There are parallel workshops covering other skills of relevance to jobs available in the area served by the college.

65. Colleges have found their local careers service helpful in suggesting the areas of vocational focus, and several institutions have included careers officers on their planning teams.

66. One important caveat in choosing a vocational focus is that vocational preparation courses should not be established merely to use spare capacity left vacant by the decline of particular industries, as has sometimes happened. If heavy engineering in an area has declined to the point where a college can no longer fill its workshops with industrial trainees, it makes no sense at all to establish a vocational preparation course on the basis of the skills required by heavy engineering.

67. The original ABC report was concerned to encourage young people to demonstrate their competence via the performance of some actual job-specific skills, selected from one or more vocational areas. These were to be recorded on the profile to demonstrate to a potential employer that the young person was capable of mastering a range of tasks. The skills or tasks recorded would obviously vary according to each individual. It was hoped that many of the common-core objectives would be covered via the learning of these skills. It was also hoped that competence in even a few real-life skills by a young person would provide for them an appreciation of mastery, quality, finish etc leading to the fulfilment of Aim 3 of ABC*.

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* AIM 3 "To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, an an appreciation of those skills in others."

Section SIX POSSIBLE MODIFICATIONS TO THE STRUCTURE AND CONTENT OF "ABC"

68. While the structure and content of the curriculum described in ABC has been given wide approval, it would be unrealistic to expect that it would receive unqualified adoption. The process by which the report was produced left room for modification, and it would naturally be expected that such a curriculum would be open to negotiation and change according to current local and national needs. However, apart from suggestions from some that there is possibly more in the course than can reasonably be attained in the time available, there is very little consensus about what might reasonably be omitted.

69. We found a contrast in approach between colleges running specific basic level courses and using ABC as a template, and those building up new courses on ABC lines. The former are generally much more vocationally specific and traditional in their teaching style, usually because the course outlines (usually laid down by an examining body) suggest that this is what is required. The latter have the freedom to devise new approaches and are being quite creative in doing so.

70. The original suggestion that there should be a time ratio of 60-20-20 on common core, vocational and job specific studies, was intended as a general guideline, and it proves rather difficult to identify time spent on each element in a fully integrated course. The core can often be covered substantially via vocational work, which can itself include the general and the job-specific. There was reported

almost unanimous difficulty with Aim 9, especially in its political aspects, but the implication from discussions with staff is that more information is needed about materials and approaches, and not that the aim is unacceptable or unattainable.*

71. Those suggestions which have been made about modifications to the core are to do with additions, rather than omissions. It is pointed out that there is relatively little mention in the core of modern languages, of creative work, or of scientific study. This is true, although a careful combing of the objectives will produce the opportunity to include at least the last two (eg 3.1, 3.6, 3.8, 6.2.19, 10.4, 10.5, 11.3). Apparent omissions of this kind are due to the way in which the core is constructed, that is, by deriving specific objectives from general aims, and not by laying out the usual series of subject headings. This results in a series of cross-disciplinary objectives, through which one must hunt for conventional subjects. While it is, therefore, possible to find science and creative work, it has to be admitted that modern languages are absent. Similarly, an eloquent claim has come from several quarters for the inclusion of "graphicacy", which again can be found in a rather scattered fashion in the core. A definition might assist the argument over its inclusion. It is the communication of spatial information that cannot be conveyed adequately by verbal or numerical means, such as maps, diagrams, photographs and graphs. A note on the content of graphicacy appears as Appendix VII.

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* See FS. on Aim 9, and the previously issued guidance notes, Materials and guidelines available from the Hansard Society, 16 Gower Street, London WC1E 6DP, and Political Education Documentation Service, York University.
See also notes on Aim 9 from one of the pilot colleges. (Note C Appendix 7)

72. A notable omission is any reference to the appreciation of new micro-computer technology. This is an indication of the speed of change as much as anything. When ABC was produced in the Summer of 1979, microprocessors were lower on the horizon than they are, and some form of computer appreciation and familiarisation course would now appear to be a vital part of any vocational preparation scheme. A suggested outline of activity also appears in Appendix VII.

73. The core of ABC is a suggested framework within which to work. It is not a syllabus, nor is it immutable. The fact that certain sections of the course take up more space when written down does not indicate a necessary connection with time taken to teach them. It is more likely that they are either spelt out in more detail, or that they require more commentary. The proportions of time spent on any part are open to considerable variations according to need, and there must be a strong element of local curriculum design which will at least alter priorities, and may determine changes in content. As a check-list the ABC core will need to be kept under review, and over time although the general aims may suffice the detailed objectives will certainly require revision.

74. Structure - some organisation issues

At its most conventional, the basic structure suggested in ABC for the uncommitted student is that of an induction phase during which some vocational focus will be defined for the rest of the year's study, with an increasing level of job specific study as the course progresses. Since a lack of commitment was part of the assumed design-base of ABC, the role of the induction phase is crucial to the effectiveness of schemes.

75. The discussion in "A Basis for Choice" (para 12-23) of the issue of commitment remains valid. There is a considerable variation in the level of commitment to particular vocational areas among young people, from those who are quite confused about their preferred route, and remain so for most of the course, to those who arrive with a very clear idea of what they want to do, and remain committed throughout their programme.

76. In the present employment situation, it is less true that "young people who have specific vocational or academic commitments have clearly defined pathways already available to them" (ABC para 20). Large numbers of the young people on "A Basis for Choice" courses originally applied for more vocationally specific courses, or for 'O' level, and were referred elsewhere, either because they were thought to be unsuitable, or because large numbers of more suitable people applied and courses became oversubscribed. Under these circumstances, the function of the ABC induction phase becomes less well defined.

77. For some students, there is a need for a lengthy period of self-assessment and trial of various work areas. Others arrive with a realistic view of their preferred work area, and adhere to it, while wishing to improve their general education, or being unable to find either employment or a place on a suitable job-specific course; still others arrive with a firm vocational commitment, but change their minds after having some experience. This last group may need the chance of something like induction later in the course. In any case, there are some grounds for regarding too specific a commitment with some suspicion, if only because it is sometimes shown to be rooted in an ignorance of other possibilities (ABC 19).

It is increasingly necessary for young people to have a broad view of the options open to them, in order to increase their flexibility in the labour market. It is therefore suggested that initially all ABC students should be regarded as uncommitted in the sense that their vocational choice should primarilly be used as a 'peg' on which to hang more generalised, transferable work skills. The choice to be made would therefore most likely to be between broad areas of work preference (eg, world of technology, world of business, caring for people), although as we have seen in section FIVE, there are some single department approaches which offer a more restricted choice (eg within a construction department: choosing between brickwork, carpentry and plumbing).

78. The original suggestion of a 6–8 week induction phase, during which students tried out a range of vocational tasks, assessed their aptitudes and capabilities against the demands of those tasks, and covered some of the common core objectives (ABC para 57), has proved from an organisational point of view one of the most difficult areas for colleges to implement. The timing of the '79/'80 feasibility study did not allow the idea of the induction phase to be appraised. None of the colleges involved in that study planned an induction phase for the Autumn of 1980. Most recognised that the kind of inter-departmental planning involved would take much longer, and the experiences of colleges making plans for the Autumn of 1981 have reinforced the complexity of the task.

The Orientation Phase (the following paragraphs (79-86) are taken from working papers produced by a sub-group of the Curriculum Working Party)

79. The feasibility study suggested that the induction phase might be renamed 'orientation' to avoid confusion with introductions to the college which are already known as 'inductions'. Several colleges gave students inductions of this latter kind which included tours of the college and its facilities, enrolment, breaking-the-ice games sessions, group work, and initial diagnostic testing. It was agreed that the term 'orientation' was less confusing than 'induction' and should be adopted.

80. Organisational difficulties over the orientation period focus on

a. Its timing

b. Its length

81. Reference to ABC on induction suggests that some kind of aptitude testing and counselling should take place to give the students the chance to check themselves against the demands of a variety of work tasks. This may include quite specific trainability testing, where such tests are available, but is more likely to take the form of basic exercises, experiences, and visits, with accompanying counselling to assist choices to be made between broad vocational areas. One college is quite well advanced in the design of an induction package, which allows students to sample for themselves the essential skills involved in the various vocational areas which they might choose later in the course.

82. Alternative timings have been suggested:-

a. Orientation would most conventionally be completed at the beginning of the Autumn term;

b. Colleges might consider taking uncommitted school leavers in at the end of the Summer term for introduction/orientation. This might be especially suitable for re-orientation!)

c. Where it is felt particularly useful to capitalise on a student's initially stated vocational choice, consideration could be given to making the orientation in, say, the second term. (It might then be called re-orientation!)

83. Although the ABC recommendation was that a period of no less than 6 weeks was necessary, experience now shows that it is impossible to give a definite statement of the exact length of the orientation period, because colleges will vary in the number of options offered in the vocational area which will affect the length of time spent sampling. Even though the exact time to be spent on orientation cannot be stated, the objectives/experiences to be achieved can and should include the following:

a. Sufficient time for students to sample <u>all</u> of the vocational areas so that a sound basis upon which to make a choice is achieved.

b. Sufficient time to allow tutors to check with students the reasons for their choice, to establish where a choice is being made on appropriate and accurate information, both about vocational areas and about the students' aptitudes and interests.

c. Sufficient time to achieve the objectives/ experiences in the ABC common core designed to assist with students' choices. (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4.)

84. It is also suggested that while students are spending time in all the vocational areas they could be achieving some of the objectives/experiences of aim 11 (coping skills). Each vocational area would contribute something to this aim; for example mending a fuse, preparing a meal, wiring a plug, first aid etc.

85. Assuming the option of delaying the orientation period until the second term is not taken, one college suggests that students should be grouped at random, and not on the basis of an initial choice, because:-

"a. sexist choices <u>may</u> be less likely in mixed groups;

b. common interest groups may tend to reinforce each others' choices rather than encourage reflection;

c. student groups of mixed interests would be more likely to promote discussion on individual choices, leading perhaps to a more informed choice;

d. some teachers in the vocational areas may find difficulty in stimulating groups already committed to another area;

e. the orientation period could still be used to gain a compromise solution to the problem of viable group sizes for the main course."

86. The orientation period remains one of the most difficult ideas for institutions involved in ABC to implement. Two major approaches to orientation are currently being developed. One (the 'big bang' approach) involves implementing an orientation phase across the whole college simultaneously with all pre-employment courses; the other (the 'evolutionary' approach) involves a more gradual approach based on maybe one or two departments initially, with the aim of spreading the principle gradually across the college. The risks and advantages of each approach would appear to be as follows:-

<u>The "BIG BANG" approach</u> - advantages

a. Planning takes place across all departments ensuring the widest possible range of vocational areas;

b. Students are not exposed to the 'numbers game' approach to recruitment but given time to make appropriate choices;

c. Inter-departmental teams offer a good college base of communication. There maybe spin-offs in other forms of curriculum development;

d. It carries on the integrated approach started by TEC/BEC;

e. Staff development can operate across the college, and this and other work need not be hampered by rigid departmental boundaries.

<u>Risks</u>

a. Eventual student choices may be limited by resources eg what if 30 want to do clerical based work and there are only 20 places? This is of course always true. Providing students with better information makes the problems more difficult to ignore;

b. Recruitment to the college rather than a department will present organisational problems for all levels of staff from the switchboard operator to the Principal;

c. A long run-in time is needed for this level of organisational change to be implemented;

d. College co-ordination has to be organised at a senior management level for full co-operation to be achieved. Senior management involvement with this level of work is often not very strong.

The "EVOLUTIONARY" approach - advantages

a. Easier to implement quickly, and remain flexible afterwards, with a single department base;

b. Students are enrolled to a single department; Existing links can be maintained with referring agencies;

c. Students' initial vocational commitment can be maintained and built upon;

d. Students and course teams are initially based on one department and maintain a sense of identity. It may not initially be necessary to negotiate servicing arrangements elsewhere;

e. Growth and expansion can be achieved after initial experiments are completed and the rest of the institution has become more familiar with the type of work.

Risks

a. Student choices are constrained; alternatives may never be considered;

b. Unrealistic or inappropriate job choices and aspirations may be reinforced;

c. Servicing arrangements for other vocational areas outside the department may be difficult to negotiate;

d. There is a danger of duplication of effort within a college;

e. Staff development may be restricted if confined to a small group.

87. Whatever the timing and organisation of the induction (new orientation) process, its omission from most of the existing courses was considered by the original ABC study group as a serious defect. The inclusion of such a period however organised must be regarded as an essential element of any vocational preparation programme.

Section SEVEN THE PLACE OF COUNSELLING AND GUIDANCE

88. The greater part of this section is taken from papers produced by a sub-group of the Curriculum Working Party. While it cannot be within the scope of this report to provide detailed guidelines for the development of counselling and guidance skills in tutors, some broad indications of areas of interest may be of some help. There are available texts primarily designed for school tutor use* and FEU has commissioned a project from NICEC entitled "Counselling Skills for Tutors"**, which should provide guidelines for FE tutors. For the moment working definitions are clearly needed, and the FEU 'Vocational Preparation' gives a brief outline (page 21, paragraph 22.2) of the spectrum from information giving at one end, through advice, to non directive counselling at the other. The NICEC project should provide some more refined definitions of each of these points in the spectrum, but at the moment we can identify a range of roles for tutors. These involve the collection of information (eg about jobs and courses) which can be passed onto students for them to use; the creation of contacts with outside agencies who can possibly help with advice giving (eg colleges of higher education; job centres; family planning clinics) and the developing of skills in guidance and counselling. The terms 'guidance' and 'counselling' are frequently used synonymously. If there is any distinction it

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* eg "Active Tutorial Work" materials. Jill Baldwin

** Current details of this project in PIB43, available from FEU.

is that counselling is non directive, establishing a base of self-knowledge and competence which will lead the learner to make his/her own decisions. There is an additional aspect to guidance and counselling within vocational preparation in that, via the student profile, it becomes part of the assessment process. At appropriate stages of a student's development the entries on the profile are to be discussed with the student, assessments given and where appropriate 'contracts' made for the next stage of learning. This is a completely new role for the tutor, and one with which they are likely to need a great deal of assistance. (see Section EIGHT)

89. The Counselling Role of the Course Tutor

Reports from the colleges suggest that the least contact a student would have would be a weekly group tutorial with the course tutor, the most contact would be this weekly tutorial and in addition, the possibility of personal consultation with the tutor, a weekly group session with the college professional counsellor, the possibility of personal counselling, and a readily accessible careers officer who is also willing to conduct group sessions. A single weekly group meeting is not always exploited to the full for tutorial purposes, often because it lacks a focus, and the most successful seem to be those which are used for an active debriefing immediately after work experience or project type activities. Even the 'optimum' model, with a wide range of contacts, leaves course tutors with a variety of activities which they are not necessarily trained to perform.

90. Group Tutorial

A group tutorial is a difficult activity to organise with efficiency and sensitivity. It is not a session which can be conducted on the basis of 'any problems? if not get on with some work'. Under such circumstances, students are unlikely to raise personal problems. Group issues may emerge if there is a sufficiently strong consensus, but other problems may be masked. Course tutors will therefore need training in picking up issues which are apparent within the group, and knowing what kinds of group work will help to work them out, eg games, role play, open discussion, confrontation. This in its turn presupposes the availability of a repertoire of group activities, and skills in using them. It may be helpful to draw up a planned programme of group activities which is sufficiently flexible to allow for the introduction of present concerns of individuals in the group but strong enough to avoid the 'get on with some work' syndrome.

91. There will be times when students in these group sessions will undermine, or be critical of, members of staff (not excluding the course tutor). The task of mediating student criticism to the teaching team is a sensitive one which nevertheless has to be tackled if the credibility of the tutorial function is to be maintained. The creation of an atmosphere in which this criticism can be handled requires the establishment of a trusting relationship within the course team, separated from any kind of disciplinary appraisal of staff performance associated with college management.

92. The course tutor performs a pivotal role between students, the rest of the establishment, and with outside agencies, and it is important that the limitations of that role should be appreciated. There is a danger that the course tutor may become over protective and possessive, feeling that his/her position uniquely qualifies him/her to help students to make their decisions. A list of the qualities required from a good course tutor tends to reinforce this Messianic self-image, but there remain areas of work which are outside the tutor's competence, so that one of his/her skills must be to know where and when to refer students to other agencies for specialist help. A pre-requisite for a college tutor development programme is therefore a job description which outlines qualities and characteristics, defines the limits of the tutors role, and establishes links with other bodies in or out of the college which can provide tutor support. In this respect the professional vocational guidance person has an important role to play both in relation to the student and the course tutor and the need for tutor and vocational guidance staff to work closely together is an important factor for the type of student we are considering. It is probably essential for the course tutor to have the back-up of a professional counsellor, if only to provide a neutral person against whom he/she can test ideas and problems.

93. <u>Personal Tutorial</u>

It is here that conventional counselling skills are most needed. Tutors may well need some specialist training to increase their sensitivity both to the kinds of difficulties which may underly the 'presenting problem', (ie the problem the student actually identifies, as opposed to the thing he is actually worried about), and once more to the limits of their role. The untrained counsellor has a dangerous tendency to take on too much, to fail to refer, to become

personally involved in solving the clients problems. Teachers often become offended by the thought that they should detach themselves from their students' problems, but the kind of personal stress that over-involvement causes can be a major feature in the life of teachers of disadvantaged students.

94. In the 'academic' sphere, that is in matters relating to study, rather than personal problems, we are on much firmer ground. Tutoring a student on academic matters is part of the conventional professional job, but here again there is room for negotiation, for relating to the students' viewpoint, for allowing a measure of student control over the direction their students take. Perhaps above all the main skill is to <u>listen</u>.

95. <u>The Counselling Role of the Class Teacher</u>

It is perhaps unfortunate in the context of vocational preparation that the belief is growing that teachers in this area need to be 'committed' and 'dedicated' to an extent not demanded by other areas of work in further education and this belief reinforces the missionary spirit of some vocational preparation teachers, which merits some examination.

96. The demands made by students who are uncertain of their future plans and career commitments are very different from those of traditional further education clients; their learning styles may also be different, but the demands may be no greater than those made on any conscientious teacher. What may be different is the degree of support offered to the tutors, often junior lecturers or part-timers, by senior college staff. As other more traditional areas of work disappear, teachers may have to become involved in vocational preparation work to preserve their jobs, and these people may be in

particular need of support in fulfilling their tutorial role. The major support is a thorough understanding of the aims and objectives of the course, coupled with an understanding of the teachers' primary task which is to facilitate learning. If the ordinary teacher has developed some of the skills of the counsellor, he may be able to identify the blocks to a students learning, and help to relieve them, or at least know where to refer the student for more appropriate help.

97. Where the basis of the vocational preparation course is a "contract" negotiated between tutor and taught, and a profile record is kept of a students attainment, the counselling activity becomes central to the teaching task. Negotiating a contract and completing a profile require the teacher to arrive with the student at an understanding of what can be achieved, and an assessment of what has been achieved. Profile completion is part of the guidance function. If there is any tension in the relative roles of the college professional counsellor and the ordinary teacher, this student/teacher negotiation should resolve it. Most people participating in this year's study have found profiles difficult to handle, not least because of the demands they make for a new teacher/learner relationship.

98. It becomes clear that the counselling role is part of the job of the vocational preparation teacher, but beyond certain limits more professional help is required. Certainly staff teaching these groups need to meet regularly, not only to discuss the progress of students within the course, but to provide support for each other, and the opportunity to test their perceptions of other people.

99. The danger in bringing the counselling role into the classroom is that inexperienced teachers may try to judge their teaching effectiveness solely on the quality of the relationships they form with a group of students. There is more to teaching than empathy and warmth, no matter how disadvantaged and deprived the students. A clearly expressed course structure should ensure that relationship building finds its proper place within course content, and this applies to the tutorial, as well as the classroom.

Section EIGHT VALIDATION, CERTIFICATION, PROFILING AND EVALUATION

100. Whilst the main concern of the Working Party was that of ensuring a continued process of piloting and development of the curriculum framework proposed in A Basis for Choice, it was recognised that the process of validation had eventually to be considered. Accordingly, part of its remit was to produce recommendations to any management committee set up to co-ordinate the validation process for any new 17+ examination system. The assumption was that from two years of experience in the testing and piloting of the concept of ABC, some relevant recommendations would emerge as to how the ABC curriculum criteria might be translated into validation criteria.

101. A sub-group of the curriculum working party produced papers for discussion, and they form the bulk of this section. It was assumed

i. that no radical departure from the fundamental curriculum philosophy and structure of ABC would take place;

ii. that the principle enunciated in paragraph 12 of the Consultative paper "Examinations 16-18" would remain a dominant aspect of any new 17+ system: ie"..... members of the target group in both sectors (school and FE) can best be served by provision more akin to traditional FE practice, developed in the light of the recommendations in "A Basis for Choice".

102. Validation was defined as "the process by which course structures are approved, monitored, and students achievement moderated and certificated". It was recognised by the working party that the

resulting procedures would form an effective system of control. These, to be effective would require to possess technical and operational validity based on proven experience in the school/college sector. These elements are considered in turn, below.

103. The working party considered that some form of approval is necessary. Not only do paragraphs 60 and 65 of ABC require evidence to be provided regarding a realistic institutional choice of vocational options and specific skills, but experience over two years has identified other desirable criteria that should be associated with the approval of an institution to run such a course.

104. Such criteria are concerned with the broad parameters of the target group and with the ability of the school/college to provide adequately. The following issues require consideration:-

i. courses to be run for students in their sixth year;

ii. objective initial counselling and adequate provision for continuous counselling and assessment during the course;

iii. the number of vocational options;

iv. sufficient tutorial organisation;

v. adequate staff development and support arrangements;

vi role of local curriculum development.

105. The Working Party considered that not only continuous but formative monitoring of any new 17+ system was essential. It was felt that such a major curriculum undertaking needed adequately funded evaluation and development from its design stage onwards. Other innovations from such bodies as TEC and BEC have shown that the absence of some form of formative supportive monitoring and evaluation from the outset, is not in the long term an economic proposition. Both the FEU and Schools Council have pointed out to the DES that a period of supportive monitoring and evaluation generating staff and materials development, will be essential during the developmental phase of any new 17+ system. Monitoring is also required to ensure adequate coverage of the common-core and to appraise the counselling and guidance provision.

106. The Working Party are of the opinion that to ensure validity, comparability and consistency of standards, some moderation is essential. Because of the desirable mix of national and local curriculum design required by ABC (and presumably by the new 17+), a range of moderation processes will be necessary. In some of its aspects, the moderation should be supportive and formative, and this function requires face-to-face contact. Other aspects, such as those concerned with the assessment of key competences, the validity of the vocationally-oriented studies and testing of basic skills, will require firm and more authoritative moderation and control - where necessary using centralised testing/statistical procedures. Only with this spectrum of moderation can the quality of the curriculum be validated and the accreditation value of 'options' be assured.

107. The Working Party strongly supports the original ABC concept that "In order to provide for the sometimes conflicting requirements of validity, reliability, flexibility, comparability, competence grading, experience recording and formative assessment..... a form of profile reporting which incorporated some grading will be necessary". As such, the Working Party is of the opinion that the profile should be the certificate. It recognises that profile production is a time consuming and complex procedure from the point of view of the teachers and examining bodies. Our experience indicates that once the basic staff development has been completed, the ABC teachers regard the profile as an essential and valuable feature of the course, providing as it does counselling and tutorial opportunities not so easily available with conventional summative testing. The Working Party recognises that for other reasons, a complementary certification process may be insisted upon. This would be regrettable, but if this view should prevail great care will have to be taken to ensure that a valid and sensitive relationship exists between the profile and the process of certification.

108. <u>Testing the profile</u>

A draft profile record was developed for the feasibility study 1979/80, and was given a very limited trial, as a result of which it was amended for the study of 1980/81.

109. Although it was obvious that it would have to be amended again in the light of larger experience, this version was used during the whole of 1980/81, in order to give teaching staff the opportunity to assess its strengths and weaknesses. For illustration, a profile completed for an imaginary student is appended (Appendix 5)

110. In the light of experience, certain issues emerge, some of which can be resolved more easily than others:-

i. Teachers find profile recording difficult. They regard it as time-consuming, and many see it challenging their traditional relationship with students, since it gives the student a strong self-assessment role. On this year's study, teachers were asked to use a standard format which did not necessarily match their course structure. This also caused some difficulty.

ii. The creation of a front page which looks like a certificate and contained a summary of attainment requires further consideration. FEU would maintain that assessments should not be reduced to a single grade, nor to a pass/fail, nor to any form which destroys their descriptive qualities.

iii. The descriptive grid on page 2 needs more development. The descriptors are not strictly graded in level, and the language has been found to be too complex for many users. A more serious criticism is that by marking an attainment level on a grid, one not only records what a student can do, but also, by implication, what they cannot do. A possible solution to this would be to use the grid as a formative record, marking progress through a course, but to produce a certificate which printed only the descriptors relating to final achievement.

iv. There is some duplication. It is now thought that one page only should contain descriptions of tasks completed in the work place. This page could of course be duplicated if more than one vocational area was sampled.

v. Some personal characteristics are capable of reasonably neutral description, and can therefore be included in the grid. There is a strong plea from employers for information on certain personal characteristics, and the Sheffield skills analysis research highlights "responsibility" as an important attribute*. Examination boards are naturally reluctant to enter this area of assessment, and teachers seem to be divided between those who regard such subjective areas of assessment as morally indefensible, and those who regard the personal reference as the only document worth giving to a student. It is obviously necessary to include an "open ended" section for notes of this kind.

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* See "important skills" in section 5.

111. If these problems can be resolved, profile reporting may well help to provide students with more useful records than those associated with more conventional testing procedures. Their advantages appear to be that:-

i. the curriculum is agreed before the profile record can be designed, and the curriculum can therefore maintain dominance

ii. a profile record can give credit for activities which are not normally part of conventional testing procedures eg work experience, membership of groups

iii. a profile gives considerable detail of what a student can do, which is more helpful to future readers than a simple exam grade

iv. the profile can be built up continuously, as a result of discussions between teacher and taught. It is therefore likely to be as useful as a teaching device as an assessment device, and it has the added advantage of being available at any time eg for a student to take to interviews, or to another programme.

112. To improve the validity and currency of profiles, it may be necessary to include an element of conventional testing, in particular, skill-tests may be of use in negotiating credit transfers into later courses and jobs. The fact that they give credit for much more than what is formally tested is what is creating acceptance of profiling as an idea. The principles of accrediting experience is as yet under-researched but the profile could be a significant aid in this process.

113. Within the area of vocational preparation, where the main features of the curriculum are fairly well defined, there is broad agreement on the main features of a profile record. Parallel with the developments for "A Basis for Choice", there are moves to introduce profile recording for YOP and UVP schemes. All the models currently being used for vocational preparation schemes record attainment in the key areas of the curriculum. In the case of ABC, these are:-

a. Communication

b. Number skills and measurement

c. Visual understanding (graphicacy?)

d. Manual dexterity

e. Problem tackling, decision making, and the ability to learn

f. Understanding the world of work

g. Technological, economic and political understanding

h. The ability to relate to, and work with others

i. Responsible attitudes to safety, and the well being of oneself and others

j. The ability to cope with change

k. Areas in which vocational studies have been pursued, and any job-specific tasks which have been successfully completed

l. Any additional qualifications which have been obtained, or particularly valuable experiences.

114. The Schools Council, at the request of the Minister of State, Neil Macfarlane, is investigating the problems and possibilities of profiles for school leavers, and at some stage it will be necessary to ensure that those developed for use at 16+, and those for use at 17+, are compatible.

115. The City and Guilds of London Institute has announced plans for a Vocational Preparation (General) course, modelled on "A Basis for Choice", which will have a profile record as part of its assessment process.

116. The Royal Society of Arts Vocational Preparation Courses have used their own form of profile for several years. (See also section THREE.)

117. Colleges involved in this year's study have used a variety of mechanisms to complete the profile. All agree that it takes time. Some kind of assessment has to form part of the teaching process, or the teacher will never know whether learning has taken place; also learning is most effective when "knowledge of results" follows quickly. Profiling does not necessarily mean a proliferation of lesson-tests and phase tests, but it does encourage regular, and where appropriate informal, assessments of what has been learned. Student self-assessment has also an important part to play in this method of recording assessments and colleges are using student diaries, log-books and self-assessment sheets (see example b below).

118. <u>Three examples of mechanisms used</u>

a. In a Communications class, the students are presented with a check-list of objectives which might be achieved; they and the teacher convert these into a programme of work for a period of time. They draw up a "What I need to learn ....." list. Work is introduced according to needs, and the students build up a folder of work, including a master record sheet which summarises work done, and the teachers comments on it.

eg

Objective	Task Completed	Mark/ Grade	Comments and Future Work
6.2.4.	"Quick Scan reading"	6/10	Quite efficient, now practise with job-advert sheets.

The student takes responsibility for keeping this record up-to-date, and this record forms the basis for entries on the profile. The contents of the folder can be produced as evidence in any moderating process.

b. In a project-based scheme, each student fills in a self-appraisal sheet on the completion of each four week project, recording what has been learned, what was found difficult (and therefore needs more attention), and what was found useful. These appraisals are discussed with the tutor, who uses them to record attainments and experiences on the profile, and also feeds back to other tutors information which might lead to the modification of the scheme.

c. One course uses a series of assignments which are linked to the course objectives. Each assignment has an assessment scheme, and as assignments are completed, a record of the student's progress through the objectives is maintained. The profile consists of a list of the objectives which have been obtained.

119. The keeping of careful class records of pupil attainment is accepted and common in primary schools. It becomes a matter of routine. It may be that further education teachers need to keep more records. If this requires more effort, it is likely to be time and energy well spent in the greater effectiveness of teaching and learning. With practice, we hope that student-profiling does not so much result in an absolute increase of work for the teacher, but rather by its closer integration with the learning process, spreads the work more continuously throughout the session.

Section NINE STAFF DEVELOPMENT

120. An outline of staff development needs and strategies related to ABC type courses appears in section V of FEU's "Vocational Preparation". That report suggests that inter- and intra-college based staff development is the most likely way to promote curriculum change, particularly when supported by LEAs and RACs.

121. This Report has already underlined the role of the course team for both curriculum and staff development (section TWO and section SEVEN), and the mutual support which a closely-knit team of staff can provide is invaluable.

122. As a mechanism, the idea of staff development workshops, led by a staff developer or senior member of staff, has much to commend it, in that staff can share their experiences and problems, and offer support to each other. Its essential pre-requisite is a weekly or other periodic session when the course team, or its core, are simultaneously free from direct teaching contact. Its main business will be to review progress and to further curriculum development, such as the devising and evaluation of teaching strategies and materials, the mounting and execution of across the board projects, the administration of the profile etc.

123. Our experience is that this type of operational curriculum development leads to staff development, whereby individual difficulties can be identified and worked through by the staff group in a supportive atmosphere.

124. In relation to the tutorial role, there is a much to be said for the kind of tutor development programme devised by one participating college. This began with a clear statement of the functions which tutors were expected to carry out, in administrative, curricular, and pastoral areas. It then outlined the skills required to carry out these functions effectively, and gave clear procedures for using departmental and college support systems. A survey was conducted within the college in order to define what the course tutors felt to be their needs, and guidelines were drawn up for the use of tutorial periods and the separate but complementary roles of course tutors, group tutors, and those conducting individual tutorials.

125. The consultants engaged on this year's study have highlighted some of the skills which appear necessary for the successful implementation of ABC schemes:-

a. The ability to plan and implement integrated programmes. This implies close co-operation between staff, maybe with team teaching, and certainly the whole staff team need to understand thoroughly the aims and structure of the scheme, from the beginning.

b. The use of participative teaching/learning methods, and the ability to design experience based approaches. Staff development sessions should involve putting staff through the experiences they plan for their students. It is a worthwhile (if salutory) exercise for a member of staff to follow a group of students around for a day, and sit through their lessons with them

c. The counselling of and negotiating with learners about their learning programmes even where they are not directly responsible for guidance/counselling as such

d. The use of resource-based learning and teaching workshops

e. The construction and use of profile records of attainment

f. Course team membership, including group design and evaluation of the curriculum

g. Language and numeracy development - even tutors who may not be directly responsible for teaching in those areas need to be aware of the demands they are making on the learners

h. Flexible curriculum planning and implementation, working against a check-list rather than through a syllabus, and emphasising the process of learning as well as covering content

i. The planning and operating of residential periods, which make particular demands. Specialist staff or agencies might be employed, but it is important for the integration of the scheme that other regular staff should also participate.

j. The development of new approaches to vocational work, based on broad skill areas, rather than the demands of particular.

126. FEU has suggested that many of the processes suggested for students can beneficially be adapted for staff. For example, a checklist of skills and knowledge such as that suggested in the previous paragraph could lead to a learning agenda for staff, and the aim of a college-based staff development programme would be to meet this.

127. The most successful developments have been in colleges where staff teams have developed a co-operative approach, especially where there has been support in terms of time, and in the provision of specialist short courses.

128. The least successful schemes have been where one or two people have tried to work in virtual isolation with little or no support from college management.

129. The "action plan" in section TWO gives some pointers to college management about possible strategies. Without considerable changes in staff attitude and expertise, the quality of vocational preparation programmes in general and "A Basis for Choice" in particular will be difficult to maintain.

130. Many staff will have to adapt their existing skills to the demands of vocational preparation. Colleges need to give thought to ways in which staff can best be helped to do this.

131. The FEU has a more detailed publication on staff development, which is in the course of preparation. Meanwhile, it is hoped that the contents of this present report will give some ideas for immediate action.

FEU REPORT "A BASIS FOR CHOICE" - REPORT OF 1979/80 FEASIBILITY STUDY

(October 1980)

PART I GENERAL CONCLUSIONS

The detailed findings of the feasibility study are described in part II of this report.* The study had the limited aims of testing the appropriateness of the suggested common core, and at least starting the development of an assessment profile. Both these exercises have produced an amount of particular information and raised a number of issues which we hope will be of value to those concerned with the further detailed implementation of the report "A Basis for Choice" (ABC).

In addition, the FEU has been able to draw a number of more general conclusions which may be of wider interest. Some of these arise directly from the feasibility study, others from taking a rather broader view. A summary of these conclusions makes up part I of this report.

It should be emphasised that this study was of limited scope and depth. Firstly with the resources available, eight colleges was the maximum number with which effective contact could be maintained for the necessary testing and development work, and which could therefore be fully part of the study. Although they represent a good range of courses and locations, it is obvious that further testing and development work should involve a larger sample. Secondly, the timing of the study meant that (a) it was not possible to fully test the "Induction" component of the recommended core, and (b) that although development work has taken place on the profile, it has not been by any means fully tested. Any unresolved problems and areas requiring further investigation are, as far as possible, indicated in the report that follows.

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* Available from FEU

The Common Core

1. In general terms, the extent and nature of the common core as specified in Appendix I of "A Basis for Choice" seems acceptable and realistic.

2. Some amendments of detail are required and, in particular, clearer guidance as to the intended level and breadth of treatment is required in places.

3. Guidance notes indicating suitable methods and materials need to be developed for learning areas that are either new to most tutors or new to tutors working in particular vocational areas.

   Properly integrated coverage which fits the time available depends on tutors achieving some core objectives in the course of vocational or job specific studies. This may require staff-development. The extent to which the core is being satisfactorily covered by a combination of tutors, and the manner in which the balance between core and vocational/job specific objecrives changes as the course progresses, needs to be monitored. This implies appropriate administrative machinery.

4. It is not possible to describe reliably the degree to which existing courses already fulfil the requirements of the ABC common core because

   (a) The coverage required (even of basic skills) varied between courses with the same title, offered by the same examining board, but focussed on different vocational areas.
   (b) Even the same course in the same vocational area can be implemented in very different ways by different colleges. Since the ABC common core specifies some objectives and many learning experiences which are ommitted from the requirements of examining bodies, this considerably effects the degree of "matching".

   The requirement for an induction phase is what most clearly distinguishes the ABC framework from most existing provision.

5. The operation of the induction (or orientation) phase needs to be further investigated. In particular, whether the time recommendation for its duration could beneficially be reduced from 6 weeks to 2/3 weeks, and how the transition from induction to a course focussed on a particular vocational sector can be handled administratively.

6. Sufficient development work has been done on the production of an assessment profile on which to display student attainment and learning experiences to indicate that the use of such a device is both possible and valuable.

7. A considerable amount of testing and development remains to be done. Particular areas to be investigated are:

(i) the possible need for learning exercises and day-to-day class-record systems to be specially designed to provide reliable evidence for certain of the profile items.

(ii) what use can be made of nationally validated tests in contributing to the relatively objective assessment of attainment in those areas of student development for which this is appropriate (eg numeracy and manipulative ability).

(iii) mechanisms by which profiles can be regularly up-dated during the course, and by which the data thus displayed can be used formatively to guide students and to modify planned learning experiences

(iv) the effectiveness of validating the provision of vocational and job specific studies via statements made by the college in the relevant sections of the profile

(v) the effects, beneficial or otherwise, of using a profile regularly throughout the courses, on

(a) student motivation

(b) the nature of the courses themselves (given that staff will inevitably use the format and content of the profile as a guide to what they should be doing).

(vi) what guidance/staff development needs to be given, and in what form, to staff meeting this approach/this particular profile for the first time

(vii) further work needs to be done on the utility of completed profiles to a wide range of employers - large and small firms in a variety of sectors - and what further guidance/education is needed for them.

General

8. The testing of existing provision against the criteria outlined in "A Basis for Choice" has been shown to be a worthwhile exercise in its own right - contributing to both staff and course development.

9. The strategy used by colleges to move towards fulfillment of the ABC criteria needs to

(i) be designed in the light of the present organisation and previous history of the institutions

(ii) have sufficient (but not too much) time allowed (probably about 18 months to two years)

(iii) be accompanied by appropriate support in terms of staff and materials development.

All this is necessary if the change is to be real rather than apparent. Some alternative strategies are described in Part II.

10. There are important administrative and organisational implications for effective implementation of the common core and assessment profile. In particular:

(i) a course team must exist, and it must be of reasonable size (not too large) and have time to meet periodically
(ii) the role of course tutor is crucial, and the individual concerned must have the time, the resources and the access to other tutors necessary to do the job properly
(iii) there needs to be a college-wide policy regarding the status and function of 1 year pre-employment courses. This must ensure the necessary liaison between departments and the existence of a coherent student recruitment and guidance procedure - probably organised on a college rather than departmental basis.

11. The next stage in the implementation of the ABC recommendations should be to test out the criteria as part of a validating process. This would, of course, require the existence of a validating body, at least on a temporary basis, and possibly the body would have to offer interim certification during the development stage - though it should be remembered that it is, in principle, possible for courses offering existing certification to be validated if they can be shown to be fitting the ABC framework. In the initial stages the validating body would wish to work with a small number of pilot colleges in order to test out the validating machinery. This process will have to include: the development of economical but effective means of monitoring schemes to ensure that the ABC criteria are being fulfilled; a continuing evaluation of the criteria to ensure that they are adequate and realistic; further development and testing of the assessment profile; and the design of an effective system of moderating to ensure uniform use of the profile across a variety of colleges and courses.

12. Given its very limited resources, the FEU's most effective role in all of this is probably an advisory one.

With respect to the validating body, FEU officers could

- monitor its general approach, to ensure that the ABC framework/criteria are fully comprehended
- comment on the nature and desirability of any change thought to be necessary to the framework/criteria
- act as consultants with regard to further development and testing of the profile.

More generally, the FEU probably has roles to play with regard to (a) negotiating links between existing examining boards, and (b) encouraging the necessary staff and curriculum development work in colleges.

(a) FEU members and officers may be in a better position than others to encourage existing examining bodies to modify their requirements, where necessary, in order to enable colleges to fulfill the ABC criteria
(b) FEU officers could usefully monitor (and perhaps advise) a small number of 'case-study' colleges in order to report on how curriculum development, and the accompanying staff development and organisational changes, can best be managed in the circumstances of different colleges. An important criticism of much curricular innovation is that it turns out to be more apparent than real. The FEU's role should not be to ensure that it is real in a very small number of colleges, but rather to work with this small number in order to produce guidance - as to such things as timing, priorities, machinery, use of external advisers, etc - for the benefit of all colleges pushing to make similar changes.

EXAMINATIONS 16–18 (DES CONSULTATIVE DOCUMENT - OCTOBER 1980)

Background and Introduction

1. Since taking office, the Government have announced two major decisions affecting the system of public examinations commonly taken by young people aged 16–19:

- the dual system of GCE O level and CSE examinations is to be reformed: there is to be a single system of clearly defined grades, with national criteria for syllabuses and assessment procedures.

- GCE A levels are to be retained.

The Education Departments have since opened discussions with the examination boards and others concerned about the implementation of the reform of 16+ examinations; and the Schools Council have suggested a number of ways in which A levels might be improved, which they are pursuing in co-operation with the GCE boards.

2. Two major issues of examinations policy have yet to be resolved: the future structure of examination provision for young people of 17+, and the case for developing and introducing a free-standing "intermediate" (I level) examination to be taken alongside A levels, normally at 18+. These have both been the subject of formal proposals to the Secretary of State, as described in the following paragraphs.

3. Pilot examinations for a Certificate of Extended Education, taken in single subjects, normally at 17+ after a 1-year course, have been operated by the CSE and GCE examination boards since 1972. They attract about 20,000 candidates each year. In 1976, the Schools Council formally recommended to the Secretary of State that a new examination, the Certificate of Extended Education, should be established. However, the Government of the day announced that they were not prepared to make a decision in isolation from other possible changes in examining at 16+ and 18+ and without better evidence as to the acceptability of a CEE to employers and further education. The Keohane Committee was therefore appointed in 1978 "to consider the Schools Council's proposal ... in relation to other courses and examinations for those for whom the CEE is intended; to study and advise upon the pilot CEE schemes; to consider possible developments in the provision of relevant courses and examinations in schools and further education; and to report to the Secretary of State".

4. The Keohane Report, published in December 1979, concluded that the examination needs of the target group were not satisfactorily met. The Committee recommended that a CEE examination, but with some important differences from the pilot examinations, should be officially introduced. The proposed differences from the pilot examinations were intended to help candidates more effectively to prepare for employment. Shortly after receiving the Report the Secretary of State invited comments from a wide range of interests, including the local authority and teacher associations, the relevant examining and validating bodies, the CBI and the TUC.

5. Shortly before the publication of the Keohane Report a study group of the Further Education Curriculum Review and Development Unit (FEU) made recommendations about the pre-employment courses available to young people with broadly the same needs as those in the

Keohane target group but who choose to continue their full-time education in colleges of further education. The Unit's report, "A Basis for Choice" was circulated for comment to interested bodies in the FE sector.

Proposals for intermediate level examinations

6. In June 1979 the Secretary of State also invited the Schools Council to consider possible changes in the structure of sixth form examinations other than improvements to A level and examination provision for pupils of 17+. This has led to a suggestion for the development of free-standing intermediate examinations (I levels) for which individual subject courses would require about half as much time as an A level. The Council see the introduction of I levels, together with the retention of A levels, as a means of broadening the curriculum followed by some traditional sixth formers and also of helping to meet the needs of some pupils of lower ability than those who have traditionally attempted A level courses. The Council have not worked out this proposal in detail, and recognise that it requires further development.

Examinations at 17+ and the courses leading to them

7. This section of the paper deals with courses and examinations available to the group of young people who were the concern of the Keohane Report and of the report "A Basis for Choice". It describes the Government's conclusions about the recommendations in both reports and invites further consideration of its proposals for action. These proposals take account of the views which have already been expressed, whether directly to the Education Departments and the FEU or in the course of the general debate of recent months. Opinion is divided and there is no single course of action which will be equally welcome to all concerned. Nevertheless, the Government hope that the proposal which follows will command general acceptance.

8. The Government agree that there is a group of young people who should continue in full-time education after 16, whether in schools or colleges of further education, but whose examination needs are not at present satisfactorily met. This group cannot be defined with great precision but it covers young people of broadly average ability with modest examination achievements at 16+ who intend to enter employment at 17+ and who do not wish to take or resit existing school based examinations. While the Government do not believe that public examinations should be regarded as the only worthwhile incentive to complete a systematic programme of education, they recognise that there is a substantial demand for such a goal for young people in this target group.

9. The Government have no doubt that courses and examinations for this group should concentrate on assisting the transition from school to work. Without this objective, it is unlikely that the courses would be valued by the young people and their prospective employers, or that examination achievements would be accorded a proper status. This means that any new examination for the identified target group must be vocationally oriented.

10. Further, examination courses for this group should be designed with recognition that provision will continue to be made for the young people concerned in both schools and colleges. Both the Keohane Report and "A Basis for Choice" recognise the need to simplify the pattern of courses offered to similar groups of young people, which at present includes the pilot CEE (taken mainly in schools) and a variety of national and regional pre-employment courses (taken mainly in further education). The Government share this view, but the two reports offer different prescriptions. Although the Keohane Report recommends compulsory tests of proficiency in English and mathematics, it takes the view that the school should be free to decide how a pupil

should spend the time at his disposal and, if it seems desirable, to devise a course leading to any individually selected package of examination subjects. The recommendations of the FEU reflect the philosophy underlying most examinations in further education at this level, in which the general shape of a student's programme is determined externally, leaving colleges to adjust the course to the needs or preferences of individuals only at the margin. Also, the two reports place different emphasis on vocational education. The Keohane Report urges the development of some syllabuses of a vocational character but does not recommend that they should be compulsory. The FEU recommends a relationship between the course and the general field of employment so that at the end of the course the student is better placed to reach a considered judgement about his choice of work; and the inclusion of some job-specific skills is recommended. Thus it is unlikely that separate undirected developments based on the two reports would lead to a course structure with a single examination and resulting certificate having national currency.

11. The Government have considered whether in any case the Keohane proposals for a CEE offer a sound foundation for the development of pre-vocational courses. In their judgement, the proposals for a single subject examination, with no required core of syllabus content apart from the communication and numerical skills assessed in English and mathematics tests, are not fully appropriate to the needs of the target group. While not uncritical of aspects of the proposals in "A Basis for Choice", they consider that these come closer to what is required.

12. The Government, in common with many of the education interests consulted, would be opposed to the introduction of separate patterns of provision for those in school and in FE unless a strong case for this could be demonstrated. They do not believe that it can. On the contrary, they hold that members of the target group in both sectors can be best served by provision more akin to traditional FE practice, developed in the light the recommendations in "A Basis for Choice".

13. The Government therefore consider that the right course is to secure the development of a pre-vocational examination, broadly along the lines recommended in "A Basis for Choice" that could be taken by young people attending either schools or colleges. The Education Departments will take the lead in further consultations about the implementation of this decision. The Government's preliminary assessment is that one of the FE examining/validating bodies might be invited to undertake the co-ordination of arrangements for the new examination, by establishing suitable machinery to bring together bodies which have expertise to offer in the design of syllabuses in particular fields of study or in procedures for assessment. It is likely that these will include other FE examining/validating bodies, the Schools Council, and the FEU. Any initial arrangements for collaboration would be open to review once more experience has been gained of the new structure.

14. The Secretaries of State would be prepared to consider extending the present arrangements for the CEE pilot examinations for a limited period beyond 1980/81 only until it is possible to introduce the proposed new courses and examinations.

15. The GCE and CSE boards would not be engaged in the development of pre-vocational examination courses on the lines discussed above, but would concentrate on the development of a single system of examining at 16+ and the GCE boards also on the improvement of A levels and any further work on development of an intermediate level examination for traditional sixth formers which may be desirable in the light of responses to the following section of this paper.

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FEU Response to "Examinations 16-18" – A Consultative Paper

1. The FEU Board of Management generally welcomes the consultative paper. It is responding publicly in order to restate the essentials of the proposals put forward in *A Basis for Choice* (the Mansell report) which has been chosen as the preferred curriculum structure for a 17+ examination system.

2. *A Basis for Choice* was initially produced by the FEU as a proposed solution to the growing confusion of one-year pre-employment courses being provided in further education for the uncommitted school-leaver. It is not another course, it is a curriculum framework, into which and around which existing and additional courses and subjects may be fitted provided they satisfy certain curriculum criteria. These criteria include a common core, described in some detail and involving both academic and experiential based learning; a counselling and guidance element, designed to encourage the young person to think realistically but positively about his or her future; a vocational focus to aid motivation; the opportunity to master a few related real job-skills and hopefully, an appreciation of the transferability of those skills.

3. That these criteria describe a basic vocational preparation "package" facilitating a young person's transition from school to adult and working life, was quickly understood and appreciated by many in education and training. The response to *A Basis for Choice* from its intended FE and employer audience was one of almost unqualified approval. The Keohane report* similarly welcomed the report and in fact recommended a CEE structure which included important elements based upon that conceptual framework. No optional single-subject system however can guarantee that the vocational preparation package described above will be provided and this appears to be the basis of the 17+ "decision" described in paragraph 11-13 of the Government's consultative paper.

4. The FEU is obviously gratified to see such an endorsement of the principles of *A Basis for Choice* and welcomes its proposed availability in schools. Much co-operation already exists between the Schools Council and the FEU and this will undoubtedly increase as a result of the consultative paper. The FEU recognises that the co-ordinated "course" structure is not as widely provided in the schools as in FE, that the original FEU report was not widely distributed to the schools system and that the framework suggested by *A Basis for Choice* will not necessarily be seen by schools in the way that it has been perceived by the FE system. A major programme of dissemination in the schools is urgently required, so that the curriculum framework contained in *A Basis for Choice* can be considered and the opportunities available for school-based curriculum development and initiative within and around that framework can be appreciated. In such a programme the FEU is willing to play as large a part as its resources will allow. In the meantime the FEU Board of Management would wish to clarify its position regarding the progress and principles of *A Basis for Choice* in the light of the consultative paper.

5. During 1979/80 the feasibility of the principles contained in *A Basis for Choice* was tested in a limited number of FE colleges and although further development is obviously necessary, the framework concept, its common core and assessment philosophy proved workable and acceptable. At the present time, in conjunction with the City and Guilds of London Institute, an extended pilot study is in progress involving some schools as well as FE colleges. Liaison with the schools is via the Schools Council. Thus whilst the FEU strongly supports the government's decision to bring the schools and colleges together on the issue of 17+ examinations, the urgency of the problem in FE which was the reason for the FEU report, still remains. School leavers, unable for a variety of reasons, to choose or enter employment are increasing in further education but are still confronted with a confusing plethora of FE courses. The solution of rationalisation and

*"*Proposals for a Certificate of Extended Education*". Cmnd 7755 HMSO 1979

national certification offered by *A Basis for Choice* is one which the FE system is anxious to implement as quickly as possible.

6. Because of the wide-ranging aims of the curriculum structure proposed in *A Basis for Choice* , not all of it can be validly assessed by conventional subject examinations. Indeed, internal assessments, including self-appraisal by the young people themselves are seen as an essential part of the suggested curriculum process, providing a basis for further guidance and learning by reflection. In order to accommodate such a wide range of assessments and to provide a record of experiences through which the young person has progressed, a "profile" method of recording assessments is considered necessary. In this context the FEU Board of Management is concerned that the phrase "a pre-vocational examination" used in paragraph 13 of the consultative document should not be interpreted in such a way as to prevent the adoption of a profile concept as described above. The criteria contained in *A Basis for Choice* do not all easily relate to either conventional academic subjects or to traditional subject teaching patterns, and a "conventional" 17+ examination system may not easily accommodate the profile suggested in *A Basis for Choice* . They are not however exclusive, for the framework principle described above allows traditional examined subjects to be inserted into and superimposed onto the structure. The FEU is however firmly convinced in acknowledging the problems yet to be overcome, that any 17+ certification must have as an essential component, a profile, in order to allow a young person to demonstrate to a potential employer his achievements and experience, academic or otherwise.

7. There remains the issue of the target group, about which much misunderstanding appears to exist. This is described in paragraphs 33-35 of *A Basis for Choice* . Briefly, the basic curriculum structure is aimed at those uncommitted school leavers not likely to be successful in GCE 'O' level study but who on the other hand do not have "special educational needs" as defined in the Warnock report.* It would of course be up to the providing college or school as to how they interpreted that range. The FEU was anxious not to define its target population simply in terms of conventional intellectual ability as this is a concept which dominates much of our school-based examination system and actually prevents a significant proportion of our young population from demonstrating what they can usefully do. It is anyway a questionable concept to use post-16. The result is a target population probably wider than that associated with the CEE. In this context it is useful to regard the common core of *A Basis for Choice* as a desirable ***minimum*** base of skills and experiences, and whilst their acquisition represents quite a respectable level of attainments in no way can it be expected to challenge academically the "top" end of the target group in the way that it will the "lower" end. This means that any additional or complementary studies fitted in and around the basic structure should be tailored to suit the needs of the individual. It is here that much of the experience gained in the piloting of the CEE should surely prove valuable, and it would be our contention that the structure and mechanisms contained in *A Basis for Choice* provide a productive way forward to appraise and exploit the curriculum opportunities available in constructing a superstructure of more academic and/or more vocationally oriented study. If this is accepted then something more radical and more helpful to students, teachers and potential employers than a "single examination" as described in paragraph 10 of the consultative paper appears necessary. Conversely the apparent preoccupation of some in seeking an intellectual "gap" in the spectrum of conventional ability into which another conventional examination system can be inserted, appears unnecessary if not divisive. In this respect paragraph 20 of the consultative paper deserves careful appraisal.

8. Those for whom more advanced study is clearly inapplicable will certainly need the support of some form of certification based on the profile discussed above. For this, recognition by FE, employers and society in general must be forthcoming, and government support will be a contributory factor in this recognition. The essential feature of *A Basis for Choice* is that it represents a curriculum having as its priority the successful transition of ordinary young people into adult society. The consultative paper, in paragraph 9 states quite firmly that "courses and examinations for this group should concentrate on assisting the transition from school to work" with this we obviously agree. The FEU would therefore maintain that an inevitable consequence of the consultative paper is the recognition of vocational preparation as a legitimate educational process in its own right which should somehow be rewarded. Curriculum opportunities should also exist for those able to take on more study and this too deserves recognition. In satisfying these aims we are then left with the need to devise a co-ordinated system of assessment, certification and accreditation. If this is what is meant in paragraph 13 of the consultative paper by a "new examination" then it has the full support of the FEU.

9. Paragraphs 16-26 of the consultative paper deal with the need and scope of Intermediate level examinations. The FEU Board of Management has not hitherto defined its policy related to 18+ examinations. It is nevertheless in favour of some broadening of the education

Special Educational Needs Cmnd 7212. HMSO 1978

undergone by A-level students, and notes the paper suggests that a restricted number of intermediate level subjects should be available. On this there appear to be many differing opinions. The FEU would take the view that whatever the form of broadening suggested for A-level students, this also should have regard to the transition to adult and working life. Our most academically advanced young people are also entitled to experience the process of vocational preparation, albeit at a level appropriate to their needs and thus we would suggest that any additional curriculum provision should be at least checked against that need.

December 1980.

APPENDIX IIb

CITY AND GUILDS OF LONDON INSTITUTE

Response to : DES CONSULTATIVE DOCUMENT "EXAMINATIONS 16-18"

1. Under the Ferryside Agreement the Institute includes regional representation on all levels of committees and works in association with the regional bodies for further education in England and Wales. This response reflects that position and the involvement of regional bodies in the activities of the Institute.

2. The Institute welcomes the publication of the Consultative Document "Examinations 16-18" and the opportunity to respond to the Government's proposals for one-year pre-vocational courses leading to a national examination at 17+.

3. The Institute warmly welcomes the proposal to proceed with a national system broadly along the lines of the "A Basis for Choice" report. One the basis of its experience the Institute endorses the view that the new courses and awards must be available in both colleges and schools, and that they must be acceptable to employers and to the community at large. The Institute also believes it to be necessary, and desirable, to incorporate features of the CEE pilot schemes into the national system, which must strengthen and reinforce existing links between the school and further education sectors.

4. The Consultative Document proposes that the new system should be coordinate by one of the national Further Education examining/validating bodies. We would point out that the Further Education Curriculum Development and Review Unit in its recommendations to the Department of Education and Science in July 1980, proposed that the Institute should be invited to undertake the role of validating body for a new system of national awards. The Institute would welcome the opportunity to fill this role as now envisaged and believes that it is ideally placed to establish a national and credible system.

5. The Institute's committee structure enables it to consult with all sectors of industry at national and regional levels and to obtain industrial recognition for the awards. Through the involvement of Regional Advisory Councils, within the Institute, consultation and participation at local levels are ensured. In addition to its network of consultative and policy committees the Institute has well established working relationships with most further education institutions as well as with many secondary schools and sixth form colleges. It also has a strong working relationship with those concerned with training and employment in all industries and public services: this will help to ensure wide recognition in the community at large.

6. The Institute's General Education advisory committee and the associated sub-committees provide an established forum for consideration of the general vocational needs of the 16-19 age group. These committees involve the many institutions on all sides of the education services, industry and government, including the MSC and the DES. The Institute would propose, in consultation with the Secretaries of State, to reconstitute these committees to manage the new system and it would seek to establish additional links with Schools Council and the GCE/CSE interests in order to increase the involvement of the school sector. The Institute has already consulted representatives of the major bodies likely to be involved on the part that they might play in such a national system.

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7. The Institute has accumulated much experience in meeting the needs of students with a wide range of academic ability. Over the past seven years it has developed considerable expertise in pre-vocational education through its work with schools and further education colleges on Foundation Courses. The regional bodies, through their development of Certificates of Further Education, have amassed similar experience in a very comparable area. This experience will provide a valuable platform for the development of a new national award.

8. While it is logical and economical to evolve from the existing system rather than to impose a new solution, the Institute believes that a loose system of validation embracing several award making bodies will not achieve the aims of the Government. As quickly as possible a coherent curricular framework, centrally administered, but with opportunities for local initiative and involvement, must be achieved. This will not only reduce the total costs of the system but is much more likely to achieve recognition by employers. A standard form of certification is essential. The Institute envisages that an assessment system should embrace some external measurement of those aspects which can be validly and reliably assessed, together with local judgements, both of which could be recorded on a profile report. The Institute would propose considerable flexibility in the frequently and timings of examinations.

9. The development work required to achieve the necessary quality will be considerable. The Institute, in its Foundation Course development, has already spent £600,000 (at current prices), of which some £300,000 has not yet been recovered. The regional bodies have also invested considerable resources in the development of Certificates of Further Education. At least another £100,000 is likely to be needed over the next two years to provide teacher support material for this new initiative. The Institute is willing to fund a major share of this continued development from its own resources, but it will need to receive the fee income and have adequate management control over the relevant re-imbursable expenditure incurred on behalf of the national system, in order to ensure the availability of development resources for the national system.

10. The Institute would seek to establish links between its own vocational schemes and the new award. It would also seek to provide similar harmonisation, including credit exemptions, with other further education and vocational award-making bodies.

11. If selected to co-ordinate this operation, the Institute would propose that:-

    (a) curriculum development and general policy should be centrally controlled;

    (b) examination certification should be centrally managed;

    (c) moderation of local assessments and advice on meeting local needs should be regionally based with costs recovered from the centre.

SCHOOL COUNCIL

Response to : 16-18 EXAMINATIONS CONSULTATIVE DOCUMENT

INTRODUCTION

1. The Schools Council has considered the proposals in the Consultative Document in the context of existing plans to retain A level and to establish a new system of examinations at 16+.

2. The Council regards the proposals for a new system of vocational courses and examinations at 17+ and a new intermediate level as useful contributions to meeting the educational needs of young people of sixteen to nineteen.

3. The Council believes it is particularly important to make the best collective use of resources in schools and colleges to meet the differing needs of young people of these ages, and it is concerned that some of their needs, including some identified in earlier proposals for new courses and examinations, may not be satisfied even when the Consultative proposals have been implemented.

4. The Council will be submitting a separate statement of its views on the intermediate level. The remainder of this paper is concerned only with the proposals for pre-vocational courses and examinations at 17+.

PRE-VOCATIONAL COURSES AND EXAMINATIONS

5. The Council welcomes certain aspects of these proposals, including particularly the Government's recognition that there is a substantial group of young people for whom existing examination courses do not cater adequately. It agrees that many of these young people need courses to assist their transition from school to the labour market, and that they should have the opportunity of gaining certificates with a national currency.

6. The Council welcomes the recognition that provision for these young people will continue to be made in both schools and colleges. The Council is anxious that both sectors should contribute effectively to the proposed developments. It therefore wishes to raise serious questions about the arrangements proposed for validation. Though it recognises the great value of further education input to planning and validating these courses, the Council believes that others, including industry, also have major contributions to make. The experience of teachers in schools, the experience of the boards in examining at 17+, and the Council's own experience of curriculum development and examinations work ought all to be harnessed for the benefit of schools, colleges and the young people concerned.

7. The Council therefore welcomes the opportunity of contributing to the development of suitable machinery for planning, coordinating and validating the new examinations, and looks forward to playing a creative part in this work, from the start.

8. The Council recognises that the Consultative Document was not able to say precisely either what target groups the new examinations would cater for, or what the courses and examinations would cover. The Council would like to make constructive contributions to further discussion on these and other matters of detail.

9. Finally, the Council wishes to emphasise that the cost of development is high for schools, colleges, examining bodies and validating bodies. These developments are urgently needed, and the Council believes that public funds should be provided to enable these developments to go ahead speedily.

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

CHECKLIST OF COMMON CORE OBJECTIVES/EXPERIENCES

Please indicate those parts of the common core which have been covered to date, using the following code:

✓ to indicate that an objective has been partly met

✓X to indicate that an objective has been satisfactorily met

(✓) to indicate that the response applies to a sub-group of the students, but not to all of them

Please add a note where you feel that a particular response needs further qualification or explanation. Where there is insufficient room it is suggested that you put a number in the "notes" column referring to a fuller note on an attached sheet of paper.

Thank you for your help.

The prescribed objectives are described in terms of a combination of observable performances to be expected of students and learning experience which they should be offered.
For convenience, the objectives are grouped under the headings of the core aims. Some referencing has been used to indicate where an objective/experience may contribute to another aim. The grouping of the objectives/experience is not intended to represent, necessarily, the order or organisation of the learning. Neither does the number of objectives in any group necessarily represent weighting. Some difficult time-consuming and important activities may be stated quite briefly.

Aim 1.
To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

	Code	Notes
The students should		
• 1.1 Describe a typical organisational structure of at least 2 different types of work-place or organisation, and relate this structure to their respective functions.		
• 1.2 Visit a place of work, relevant to their interests, and describe a. the working conditions and tasks of new entrants b. the range of decisions which can legitimately be made by these young workers c. to whom they are responsible d. with whom they have regular working relationships e. training and career prospects; entry requirements.		
• 1.3 Interview at least two adult workers about their entry to working life and the factors which influenced their subsequent job progress.		
• 1.4 Make comparison of different working situations, using the information gained by themselves and others.		
1.5 Describe the relevant trade union organisations within a particular firm or organisation, and their method of operation; identify and discuss any differences between the systems observed, and the significance and functions of trades unions in general.		
1.6 Describe the basic management structure within a particular firm or organisation; identify the channels of communication to and from the young workers, and the area of responsibility of their immediate supervisors.		
1.7 Use the knowledge and insights gained as a basis for analysing factors influencing job choice, job satisfaction and relative rewards.		

Many of these objectives may be achieved simultaneously with some of those in 9.2 (politics), 9.12 (economics), 10.4, 10.5 (technology), 2(career choice) and 6.2 (communication skills).

Aim 2
To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

	Code	Notes
The students should		
2.1 Participate in the construction of self-profiles, which analyseand evaluate their own characteristics, preferences and capabilities.		
2.2 Present their self-profiles to colleagues and compare them with those of the rest of the group.		
2.3 Obtain, by a variety of means, information on the characteristics of the range of job opportunities available to them and how to gain access to these opportunities.		
2.4 Relate this information to their own profiles, and discuss the alternatives open to them.		
2.5 Recognise the risk of future unemployment, understand its causes, and know the steps they can take to mitigate its effects on them personally (including knowledge of government schemes, voluntary opportunities, entitlement to benefit, the possible advantage of mobility and the possibilities of self employment).		

Aim 3
To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.

Code | Notes

The students should

• 3.1 Develop an awareness of their physical and manipulative abilities through experience of both vocational and leisure activities, and understand the implications of these for future job choice.

• 3.2 Experience the physical demands of some occupations, assessing (a) their reactions to physical conditions and (b) their ability to learn to cope with them.

• 3.3 Experience the manipulative demands of some occupations, assessing their reactions to these demands, and their ability to learn to cope with them.

• 3.4 Experience the effect of working for an extended period of time between breaks, and the demands made on their concentration and physical stamina.

3.5 Perform tasks to a set standard and in a given time, working co-operatively when appropriate.

3.6 Understand the properties and uses of a range of materials, and practise using a variety of tools and processes appropriate to these materials.

3.7 Work on tasks where measuring and estimating of materials and time are required to ensure accuracy and precision.

3.8 Work on tasks where aesthetic judgements of shape and colour are required.

3.9 Observe a skilled practitioner at work, in an area of their choice, and appraise the judgement and skills involved.

Aim 4

To bring about an ability to develop satisfactory personal relationships with others.

The students should

4.1 Experience, directly and vicariously, a variety of personal encounters and a range of responses in them.

4.2 Describe several patterns of behaviour, and analyse the inter-action in terms of roles of those involved.

4.3 Identify and practise alternative responses.

4.4 Consider the merits of these responses in various situations, and with regard to various types of encounter.

4.5 Predict the changes in role likely to occur for them in the near future.

4.6 Be aware of contemporary social conventions in various contexts likely to be met, and be able to adopt behaviour appropriate to their own goals.

4.7 Describe some of the categories by which they classify other people, and become aware of the indicators they and others use to allocate individuals to a category.

Code | Notes

Aim 5

To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

With reference to

a. their present situation
b. a predictable future working situation
c. some wider current issues.

The students should

5.1 Be prepared for common moral dilemmas.

5.2 Give reasons for certain moral 'rules' and decisions.

5.3 Apply relevant moral terms to specific situations.

5.4 Describe the prevailing moral code of given groups.

5.5 Formulate their own codes of behaviour in relation to certain issues and dilemmas, coping with clashes of principles.

5.6 Describe and analyse the moral consequences of actions.

It is anticipated that many of these objectives (especially perhaps 5.1, 5.3 and 5.6) might be dealt with in the course of such things as practical sessions, or discussions about economic issues or work experience.

Aim 6

To bring about a level of achievement in literacy and numeracy appropriate to ability, and adequate to meet the basic demands of contemporary society.

6.1 Numeracy — The students should be able to

6.1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals.

6.1.2 Given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques.
What does their intended job require (a) of necessity, (b) for convenience?
what are their personal needs?

6.1.3 Interpret place value

6.1.4 Convert fractions to decimals and vice-veras

6.1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units
eg: through the interpretation of plans and preparation of materials in the course of a project (ref. 5.3, 5.4)

6.1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time
eg: planning journeys (ref. 8.2)

	Code	Notes
6.1.7 Interpret and use tables of figures *eg: bank statement, temperature conversion, football results.*		
6.1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator.		
6.1.9 Apply and interpret ratio and proportion *eg: preparing mixtures, scale on maps, wage increases.*		
6.1.10 Calculate averages *eg: average wage rates.*		
6.1.11 Calculate percentages *eg: VAT, discounts, tax rates.*		
6.1.12 Make elementary algebraic substitutions *eg: using a formula to determine one unknown.*		
6.1.13 Describe the properties of common shapes, and measure angles.		
6.1.14 Make calculations of perimeter, area and volume of right-angles figures, circles and cylinders *eg: estimating quantities of materials.*		
6.1.15 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose *eg: understanding of gradient of axes; pi-charts, bar-charts, etc. in the context of newspapers, textbooks, student projects (ref. 10.1)*		
6.2 Communication The student should		
6.2.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose *eg: instruction manuals, notices, letters, labels (see also 6.1 and the rest of 6.2)* *eg: read a manual in order to know action to take in case of a breakdown.*		
6.2.2 Be able to read and understand written questions and requests *eg: questionnaires, memos, worksheets*		
6.2.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements, and identify instances where expert advice is relevant to a matter of opinion *eg: sales literature (including comparison of products); political speeches (ref. 9.1)* *eg: medical opinion on when to return to work (as opposed to an opinion on what is funny)*		
6.2.4 Find and use information from a variety of given sources *eg: dictionaries, catalogues, indexes, encyclopedias, etc (ref. 9.16)*		
6.2.5 Listen to, and understand information and requests given orally *(ref. 3.5, 4.1)*		
6.2.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar *eg: formal letters and reports, informal notes and messages*		
6.2.7 Explain and describe events, processes and opinions sensibly and clearly in writing *eg: accident reports, operating instructions, arguing a case*		
6.2.8 Make notes for own use *eg: on visits, from books, during talks*		
6.2.9 Be able to express tabular or graphic data in written form or vice-versa. *eg: diagrams, charts, sketch maps, statistics (ref. 10.1, 10.3)*		
6.2.10 Fill in forms correctly *eg: driving licence applications, job applications, insurance claims*		
6.2.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences *eg: friends, acquaintances, strangers, etc.*		
6.2.12 Make a disciplined contribution to group discussion *eg: following some procedure; accepting and responding to others' views.*		
6.2.13 Use the telephone effectively.		
6.2.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses *eg: negotiating, advising, persuading, justifying; using simulations, role-playing, mock-interviews, etc. (ref. 1.3, 4.1)*		
6.2.15 Experience membership of, and practice communication in, a variety of groups *eg: formal, informal; large, small; decision making, task-centred; competitive and co-operative (ref. 9.2)*		
6.2.16 Experience various roles in these groups *eg: leader, recorder, participant, chairman*		
6.2.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn *eg: with children; in an office; with customers; with VIP's (ref. also 2.1, 2.3)*		
6.2.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose *eg: TV (video) programme; audio tape; newspaper; exhibition*		
6.2.19 Critically appraise examples in a medium of communication with which they have experience *eg: TV, records, radio, books; identifying style, imagery, the message being transmitted, the audience for whom it is intended, influence of the technology, etc.*		

Aim 7

To bring about competence in a variety of study skills likely to be demanded of the young person.

The student should

7.1 Learn how to take notes, or use given notes for their own purposes.

7.2 Appreciate when to 'skim-read' and when to read for detail, and practise both techniques.

7.4 Practise discussions and questioning.

	Code	Notes
7.5 Gain some appreciation of effective learning strategies and how to deploy them for their own benefit in the planning of their learning.		
7.6 Experience a variety of learning situations and evaluate their reactions to them.		
Aim 8		
To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.		
The students should		
8.1 Examine and appraise given faults, problems or events, working individually or in a group.		
8.1.1 Thinking up alternative solutions or explanations.		
8.1.2 Identifying what evidence would support a statement or a guess and what would cast doubt on it.		
8.1.3 Considering or eliminating alternatives, in a systematic way.		
8.1.4 Generalising as appropriate from previous experiences or data.		
8.2 Experience the process of planning an event or course of action, workding individuelly and in groups.		
8.2.1 Identifying the nature of a problem, and collecting relevant information.		
8.2.2 Working out alternative strategies and predicting their likely outcomes.		
8.2.3 Choosing and implementing a plan, and adapting it to circumstances as appropriate.		
8.2.4 Evaluating the effectiveness of the plan, and identifying lessons to be learned.		
Aim 9		
To bring about sufficient political and economic literacy to understand the social environment and participate in it.		
The students should		
9.1 Appraise a policy dispute by		
9.1.1 identifying the cause of disagreement.		
9.1.2 saying what further information they need, and where it can be found.		
9.1.3 identifying where and by whom any decision will be made.		
9.1.4 indicating who is likely to be affected by various policies and in what way.		
9.1.5 Describing alternative ways of influencing the decision, and evaluating their relative merits.		
9.1.6 Describing the issue using some basic political terms.		
9.2 Analyse and appraise some groups to which they belong, and describe the methods by which decisions are reached in them.		
9.3 Develop an awareness of the workings of formal decision-making groups by		
9.3.1 experiencing membership of such a group		
9.3.2 experiencing/discussing different systems of voting		
9.3.3 listing the conventional order of items on an agenda, and explaining their meaning and usage		
9.3.4 visiting and observing a public decision-making body in action.		
9.4 Gain a basis for evaluating national politics by being able to		
9.4.1 Name the major political parties, their leaders, and describe major and/or distinctive items of policy.		
9.4.2 Describe, in general terms, how local and central government relate, and the role of the EEC.		
9.4.3 Indicate which Departments of Government are responsible for decisions which may affect the students personally.		
9.5 Check and explain a payslip.		
9.6 Balance income against expenditure and keep necessary records.		
9.7 Make value-for-money calculations and estimations.		
9.8 Plan an estimated personal budget for a typical working week in their intended jobs.		
9.9 Describe the function and use of a bank account, the Giro, building society, HP and credit cards.		
It is recommended that the achievement of the following objective be promoted through the use of a simulation or business game, which enables students to discover the various factors involved from experience or as a result of their own investigations (ref. 6.2). Presentation of the material inthe form of a series of lectures, or a conventional text book, would not be appropriate.		
9.10 Investigate how a business is run by identifying the factors involved in i. deciding what to sell ii. choosing location iii. borrowing money iv. employing people v. buying raw materials vi. calculating overheads vii. selling product viii. calculating profit/loss ix. what happens to profit/loss		
9.11 Discuss the factors influencing the variable price of certain items, and arguments for and against state intervention.		
9.12 Explain a selection of firms or organisations in basic economic terms.		

	Code	Notes
9.13 Investigate the sources of central and local government income, and where it is spent.		
9.14 Read some common legal documents and be able to answer simple comprehension questions on them.		
9.15 Visit a court of law, and discuss its procedures, personnel and atmosphere		
9.16 Demonstrate knowledge of their rights with respect to arrest and bail, by role-playing typical incidents and evaluating alternative courses of action.		
9.17 Use a simple reference text to determine their rights/duties in specific cases relating to the law as it affects the consumer, the motorist, the employee.		
9.18 Distinguish between criminal and civil law, know the usual order of proceedings through the courts, and compare the function of tribunals		
9.19 Be aware of sources of legal aid and advice.		

Aim 10

An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular.

The students should

10.1 Participate in a group conducted survey of local amenities, which identifies some characteristics of the locality.		
10.2 Visit a social welfare centre as a basis for discussing personal and community responsibility for others.		
10.3 Identify and assess the nature of environmental problems, through such issues as housing and transport.		
10.4 Examine at least two different industries or places of work, identifying i. the enterprises, their use and dependence on energy ii. the production methods and materials which are used iii. the division of labour and the nature of individual jobs.		
10.5 Appraise the implications of some current developments in technology.		

Aim 11

To bring about a development of the coping skills necessary to promote self sufficiency in the young people.

The students should

11.1 Be able to plan and prepare adequate meals.		
11.2 Use and maintain every-day machinery and equipment.		
11.3 Apply simple principles of health-care, hygiene and physical fitness to their every-day lives.		
11.4 Practise simple first-aid techniques.		
11.5 Investigate and use sources of information regarding the finding and maintenance of accommodation.		

Aim 12

To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in technology and career.

Introduction

There may be said to be four elements necessary to produce this flexibility;

a. Possession of commonly used and transferable skills and capacities.

b. Realisation of the need for flexibility.

c. Ability to identify the underlying principles of a process or activity.

d. Experience of and confidence in one's ability to transfer learning from one context to another.

It is hoped that many of the transferable capacities – element (a) – are already embodied in the other core objectives. Element (b) will be encouraged by the economic and technological objectives included under Aims 9 and 10. The need for (c) is part of the rationale behind the prescription of much experimental learning and project/case study/simulation activity in the core.
Element (d) entails the following general objectives, which will relate to much of the activity in the course as whole, affecting the teaching approach as much as the content.

The students should

12.1 Whenever they develop a particular capacity in a given context:–		
12.1.1 Identify other contexts in which the capacity could be useful.		
12.1.2 Be given practice at applying relevant aspects of previous learning to a new situation.		
12.1.3 Identify any other activities at which they are likely to be successful, on the evidence of this learning.		

A COMPARISON OF THE AIMS AND OBJECTIVES OF COURSES REPRESENTED IN THE FEASIBILITY STUDY

(Prepared by Research Section of CGLI)

PURPOSE

This Appendix is intended to show how the aims and objectives of schemes employed in the 1980-1 ABC feasibility study relate to each other and to those of ABC itself. To this end, the ABC core has been treated as a syllabus, rather than as part of a curriculum framework, and in turn an all-encompassing framework was developed to serve as a check-list of topics. Thus it was possible to identify the relative strengths and weaknesses of each scheme. For information, the draft YOP scheme has been included.

CLASSIFICATION SYSTEM

Four main categories were used (knowledge, skills, dispositions and learning experiences) in the expectation that they would cover all syllabus topics. The group headings and the individual topics were developed by clustering topics having common features (in the ABC scheme) then extending and modifying these clusters to accommodate successive schemes. No theoretical significance is claimed for this classification system and there is considerable overlap between many topics. However, this classification is intended to reflect variety in the schemes.

For each classified topic in the Table, an attempt was made to judge whether it was strongly or weakly represented in, or omitted from, the aims and objectives of each scheme. The aim reference number appears in parentheses if it is regarded as weakly represented (i.e. implicitly rather explicitly).

COMMENTARIES

The following commentaries are intended to highlight the strengths and weaknesses of each scheme in the context of the Table. If a topic appears in one or two schemes only, it is considered to feature relatively strongly. Each commentary ends with a comparative thumb-nail sketch of the scheme. All comments are confined to the context of the Table, i.e. to syllabus topics, hence no mention is made of course organisation, nor teaching, assessment and reporting methods, though these vary widely from scheme to scheme.

CAVEAT

As it was necessary to interpret the various aims and objectives, there was inevitably a degree of subjectivity in (a) selecting the classified topics, and (b) assigning aims and objectives to these topics, especially where a topic is judged to be present implicitly. Hence the commentaries avoid reference to the latter.
No account is taken of any refinements in tuition practices that may have occurred subsequent to the publication of the scheme.

CLASSIFICATION OF AIMS OF SCHEMES

CLASSIFICATION SYSTEM			N	ABC CORE	C&G FNDN	RSA VP	UEI CFE	SREB CEE*	YOP Draft
KNOWLEDGE (knowing-that)	THEORY	GENERAL	Arts/Humanities/Science	1	opt	opt	-	02	1	-
			ethics/minorities	2	-	7	-	-	-	-
			politics/nat.economics	3	5,(10)	11	-	-	-	-
		INDUSTRY-ORIENTATED	company organisation	4	**1,9**	3	2	02	-	-
			trade unions	5	**1**	**9,3**	2		-	-
			economics	6	**3,9**	(3)	2	02	-	-
			ecology	7	**10**	10	-	-	-	-
			science	8	**-**	5	-	16	1a	-
			technology		**10**	5	-	16	1b	-
			design quality	10	**(3)**	9	-	-	-	-
	FACTS	INDUSTRIAL PRACTICES	manufacturing methods	11	3,10	3	n.a.	16	1b	(8)
			machines & tools	12	-	**6**	1	16	-	(7,8)
			energy & materials	13	3,10	3,10	1	16	-	-
			job activities	14	3,10	2	1	-	-	(7,8)
			quality control	15	(3)	9	-	-	-	-
			safety	16	(3)	3	(2)	-	-	-
		SOCIAL INSTITUTIONS	housing & transport	17	10	(11)	(2)	-	-	-
			health & welfare	18	(10,11)	11	2	02	-	-
			legal & governmental	19	9,10	11	2	02	-	-
			leisure facilities	20	10	G,11	2	-	-	-
		CAREERS INFORMATION	labour market	21	2,10	G,2	2	-	-	-
			job characteristics	22	1	G	2	-	-	-
			self-attributes	23	2	G,2	2	2	-	1
			career possibilities	24	1,2	G,2	2	02	-	-
SKILL (knowing-how)	COGNITIVE		learning (study skills & transfer)	25	7,12	-	-	-	-	-
			evaluating	26	6,8	(8)	(2)	02	3*,5*	15
			problem-solving	27	8	(G,8)	(2)	02	2ii	14
			planning	28	8,11	G,6	(2)	02	2ii	12
			information seeking	29	2,11	(G,8)	2	02	2a*,2i	-
			information using (re-organising)	**30**	**2**	**(G,8)**	**2**	**(16)**	**-**	**-**
	PRACTICAL		computing	31	6	**4**	1	01	-	11
			measurement	32	3,6	6	1	(16)	4a	10
			quality-recognition	33	(3)	6,9	-	(16)	(3)*	-
			manipulation/use of tools	34	3	6	1	(16)	4b	7
			use of machines	35	(2,11)	6	1	(16)	-	8
			physical coordination & staming	36	3	6	-	-	-	9
	COMMUNI-CATION		verbal (talking & listening)	37	6	7	1,2	02	2b*,2c*	4
			written (reading & writing)	38	6	7	1,2	02	2d*,2e*	5
			visual (signs, charts, etc)	39	6	7	1,2	01,02	3	6
			systems ('phone, recorders, etc)	40	-	7	1	02	-	(4)
	SOCIAL		interacting with peers	41	4	G,(7)	1,2	-	(2b)*	1
			interacting with authority	42	4	G,(7)	1,2	-	-	2
			interacting with the public	43	4	7	1	-	-	-
			assessing others	44	.	9	2	-	(3)*	-
	PERSONAL		self-sufficiency (coping)	45	11	9	2	-	-	-
			self-assessment	46	2,**6**	9	2	-	-	3
			resolving moral issues	47	5	(9)	-	-	-	-
			job-seeking (eg interview).	48	-	9	2	-	-	-
DISPOSITIONS (attidues)			personal qualities	49	-	-	2	-	-	+
			life-styles	50	-	-	2	-	-	-
LEARNING EXPERIENCES			work-experience (job or workshop)	51	2	2	2	-	-	+
			role-playing exercises	52	4,9	-	-	02	2b*	-
			project work	53	-	(8)	-	02	-	-

( ) = low emphasis (implicit rather than explicit)
opt = optional
n.a. = not applicable
+ = unnumbered aim/objective
G = Guidance aims

* The aims marked * refer to the Communications scheme; the remaining entries refer to the Science & Technology Module 6 (Food Science).

ABC CORE

(considered as a syllabus)

RELATIVE STRENGTHS

(a) Ethical issues and ecology (2,47 & 7)

ABC is the only scheme to deal explicitly with resolving moral issues, though the C&G scheme has ethical education as an element. Both schemes emphasise environmental issues.

(b) National politics and economics (3)

Again, only ABC & C&G tackle the politico-economic issues surrounding industry & work.

(c) Learning (25)

ABC is the only scheme to address study skills and the transfer of skill. This is to be regretted, as there is evidence (from ITRU) that individual's learning strategies are often defective. This can be remedied by appropriate tuition. (This applies to all the cognitive skills).

OMISSIONS

(d) Science (8)

The absence of science may have resulted from the global approach to employment (shared by YOP), which precludes the specification of relevant scientific knowledge.

(e) Job-seeking (48)

It is curious that only the RSA and C&G schemes addresses job-seeking skills such as presenting oneself for interview.

(f) Personal qualities and use of communication systems (49,40)

Though neither is mentioned in aims/objectives, they do appear in the ABC profile.

Conclusion The ABC core serves well as an all-encompassing syllabus for vocationally-orientated studies, without introducing material specific to any sector of industry.

C&G FOUNDATION COURSE

(668-Food Industries)

RELATIVE STRENGTHS

(a) Ethics and ecology (2,7)

Only the C&G scheme and ABC address these topics, though the former attaches greater weight to ecological issues.

(b) National politics and economics (3)

Again, only the C&G scheme and ABC tackle these subjects, though the latter scheme places greater emphasis on them.

(c) Science (8)

Both the C&G and the CFE schemes include industry-related science. This reflects the industry-specific contexts of these schemes (contrast with ABC & YOP).

(d) Quality of goods (10,15,33)

The C&G scheme is unique in its emphasis on the appreciation of quality in industrial products.

OMISSIONS

(e) Learning skills (25)

In common with all schemes except ABC, the C&G scheme does not explicitly address the acquisition of learning skills. (see ABC note).

Conclusion Though the C&G scheme includes industry-specific science and technology, it succeeds in covering a similar range of objectives to that of ABC.

RSA Vocational Preparation
Clerical Course

RELATIVE STRENGTHS

(a) Social & Personal Skills (44-48)

In common with ABC, the RSA scheme emphasizes the ability to assess others' intentions and roles and the explicit development of personal autonomy. The RSA scheme is unique in including specific job-seeking skills, which is a surprising omission from the other schemes.

OMISSIONS

(b) General topics (1,2,3)

That none of the general topics appears in the RSA scheme probably results from the "theory-free" nature of clerical work. However, this omission may be mitigated to some extent by the represented overlapping ethical and economic categories (e.g. 41 and 6 respectively).

(c) Ecology/technology/design quality (7-10)

These industry-oriented topics are probably omitted because of lack of relevance to clerical work, though this would not be true of the recognition of quality.

(d) Learning (25)

Only the ABC scheme includes explicit reference to learning skills (see ABC commentary).

Conclusion Reflecting the nature of office work, the RSA scheme is strong on social and personal skills, but weak on theoretical knowledge.

UEI PILOT SCHEME FOR CFE

(Course 999 (Option 16: Catering)

RELATIVE STRENGTHS

(a) Arts (1)

This CFE scheme is the only scheme in this comparison to require the study of an arts subject.

(b) Science & technology (8.9)

The CFE and C&G schemes include a substantial amount of science and technology relevant to materials-processing.

(c) Project work (53)

Only the CFE scheme requires project work. Though other schemes such as C&G consider it desirable, they do not make project work mandatory.

OMISSIONS

(d) Ethics; politics & economics (1,2)

These topics are not addressed explicitly, though economics is tackled in part elsewhere (6).

(e) Ecology; design quality (7,10)

Neither of these topics is tackled, though the latter is implicit in some objectives.

(f) Careers Information (21-24)

Though "choosing and starting a job" is in the CFE syllabus, it is not apparent to what extent the careers topics (21-24,48) are covered.

(g) Social & Personal Skills (41-48)

These skills are not mentioned, though they may appear in the communication project that forms part of the syllabus.

Conclusion The above relative strengths and weaknesses probably stem from an 'academic subject' approach to curriculum design.

SREB CEE Pilot Schemes: Communication; Science & Technology

Note: Modules from these two schemes can be taken simultaneously, and are here considered together, as they probably represent the closest approximation to ABC obtainable from this range of schemes.

STRENGTHS

(a) Theory (1,8,9)

Like the CFE and C&G schemes, these CEE schemes are strong on theoretical knowledge - whether or not industry-specific.

OMISSIONS

(b) Factual knowledge (12-24)

These CEE schemes are comparatively weak on knowledge about industrial practices, social institutions and careers.

(c) Social & Personal Skills (41-48)

Little attention is directed towards these skills, except in so far as they appear under communication.

Conclusion Like the CFE scheme, these CEE schemes are less concerned with easing an individual into work than with providing knowledge and good practice in subjects which, though relevant to work, retain an academic flavour.

DRAFT SCHEME FOR YOP

RELATIVE STRENGTHS

(a) None - the YOP scheme does not introduce topics that are not well represented in the other schemes.

OMISSIONS

(b) Theoretical knowledge (1-10)

None of these topics is included, as the draft YOP scheme i almost entirely skills-based.

(c) Factual knowledge (11-24)

In general, factual knowledge is regarded as incidental to basic skills. Application of these skills would generate some knowledge about manufacturing processes, tools, job-activities and self-attributes.

(d) Learning (25)

In common with the other schemes (except ABC), study skills and transfer are not topics in their own right. (see ABC commentary).

(e) Certain social and personal skills (43-45,46,47)

The omissions under these headings suggest that activities outside the work context are not considered relevant. However some compensation probably occurs via other topics, e.g. success in the cognitive and practical skills would be expected to result in self-sufficiency. Possibly the most important and surprising omission is job-seeking skill.

Conclusion To be expected, in view of its method of instruction and its short duration, the YOP scheme is exclusively work-orientated (though including personal development), and devoid of theoretical knowledge.

Analysis of returns on core coverage from pilot colleges. 1980/81

NO.	COURSE TITLE	AREAS NOT COVERED	REASONS STATED
1.	C G Foundation Certificate in Food Industries	Level 1 Calculations Level 1 Measurement Level 1 Graphs & Tables Level 1 Problem Solving Level 1 Learning Skills	Optimistic for this year's group Beyond range of necessary skills Optimistic for this year's group Optimistic for this year's group Optimistic for this year's group
2.	C G Foundation course in Science Industries	AIM 2 objectives (2.1, 2.2, 2.3, 2.4, 2.5)	In theory would be covered in careers but not certain in 80-81 therefore staffing problems.
		AIM 4 objectives 4.1-4.7 AIM 5 objectives 5.1-5.6 AIM 6 objective 6.1.13 AIM 9 9.1 9.2, 9.3, 9.4.2.3, 9.8, 9.10, 9.11, 9.12, 9.14, 9.15, 9.16, 9.17, 9.18. AIM 10.2 AIM 11 objective 11.1 11.3 11.5 AIM 12 not 12.1.1.	Not by structured learning experiences, but partially covered by 'OSMOSIS' As Aim 4 Cannot be covered therefore no telephones available Felt to be 'too political' social studies syllabus cannot cover everything Not particularly relevant for science students. No facilities in college site desirable but not planned not on syllabus In general, gaps in coverage of common core in areas of politics and economics, also personal and social interaction.
	C G Community Care	AIM 6.2.9 AIM 9.1 (9.3 and 4 only touched on) 9.11, 9.12, 9.13 (not national) 9.14-19 (not really covered) AIM 10.4 and 5	Course not industry based Areas not covered to do with economics, politics, technology.
	C G Foundation Certificate (Construction)	AIM 2.4, 2.6 AIM 4.2, 4.3 AIM 6.23, 6.2.15, 6.2.18 AIM 7.3, 7.5 AIM 9.7, 9.8, 9.14, 9.15 9.16, 9.18 AIM 10.1 AIM 11.1, 11.2, 11.4, 11.5.	Generally - the lectures, following the City and Guilds Syllabus, have not found it necessary to cover these points.

NO.	COURSE TITLE	AREAS NOT COVERED	REASONS STATED
5.	C G Foundation Course in General and Vocational Studies	4.1, 4.2, 4.3, 4.4 5.2, 5.3, 5.5, 5.6	While these objectives are not covered explicitly it may be that they are covered at different points implicitly.
6.	Pre O level Course	Not 1.2, 1.3, 1.4, 1.6 2.6 3.2, 3.3, 3.4, 3.5 (3.6 some covered in Art and Cookery) AIM 4 AIM 5 AIM 6 not 6.2.13 not 6.2.17 AIM 9.5-9.9 not 9.14, 9.15-19 AIM 10 not 10.2 (10.5 some bits covered) AIM 11. 11.1 (cookery only) Not 11.2, 11.3 (only fitness) 11.5 (touched on) AIM 12 (not covered)	may be covered incidentally, but not by structured learning experiences covered in a variety of subjects, but not specifically related to learning experiences no telephones not specifically covered but could well be in Numeracy or Economics though could be covered Pre O level course probably has greatest changes necessary if to fall within ABC criteria. Was set up to cater for students not ready for 1 year 'O' level and still dominated by 'academic curriculum.
7.	RSA Vocational Preparation	Not AIM 1.3 Not 22., 2.5 Not 3.1, 3.2, 4.5 AIM 5 AIM 6 (not 6.2.13) 6.2.15, 6.2.16 AIM 8.1.1, 8.1.3 AIM 9.1, 9.2, 9.3, 9.4 9.11 (9.12 partially covered) 9.13, 9.14, 9. , 9.17, 9.18. AIM 10 10.1, 2, 3, 4 (except 10.4 iii is covered) AIM 11 11.2, AIM 12	Not made explicit Not met by structured learning experiences - dealt with implicitly. No telephones Whole of AIM 8 needs to be looked at Aspired to but felt not to be covered. How might this be done?

NO.	COURSE TITLE	AREAS NOT COVERED	REASONS STATED
8.	UVP (Hotel catering ITB)	Objective 6.1-7 6.1-15 Objective 10.4	Maths skills may not be covered unless related to the actual job each trainee is doing within the factory. General skills such as checking pay slips etc would be covered as in 9.5. Would be covered within their place of work. Any work related to employment would be focussed on the work place.
9.	Foundation Course A1. A2		Generally speaking, the core curriculum objectives in 'ABC' are too ambitious, and in some cases too detailed, for this course. The coverage of Aim 6 (for example) varies considerably from student to student but is scarcely ever complete.
10.	Certificate of Further Education	Aim 1 1.4 Aim 3 3.8 Aim 4 Aim 5 Aim 6 6.1.12 and 6.2.18 Aim 7 7.3 Aim 9 only 9.5, 9.7 and 9.14 covered Aim 10 10.4 Aim 11 11.3 and 11.4	Not covered directly as part of the course but covered during pastoral sessions Not covered directly but during english as topics for comprehensions and discussions. Main reasons (a) Lack of time (b) not relevant to our type of low level student
1.	Replacement of pre GCE General Education course and a less academic general commercial group		An attempt is being made to cover all common core objectives. The course is designed with that specific objective.
2.	General Education - child welfare option office machine/ Typing option Construction/ Engineering option. Pilot scheme with construction. Refrigeration/ welding skills.	Aims 1-8 and 11 objectives Aims 8 and 9 objectives	Will be adequately covered by the end of the course. A lot of thought must be given. We have agreed to return to this at our February meeting.

NO.	COURSE TITLE	AREAS NOT COVERED	REASONS STATED
13.	Employment Foundation Course	1.3	Interview at least two adult workers. (Students very self conscious)
		2.2	Some work done on self-profiling, but immaturity of students makes it difficult to compare in the group.
		9.	Some of the political and economic literacy aims are very hard to achieve with the level of student ability in our group.
14.	Prep. courses for careers in the Health Service (Pre-Nursing)	Objective 2	Taking active steps to implement
		Objective 5	requires to be structured
		Objective 7	needs expanding within our schemes
		Objective 8	not covered
		Objective 9	would need more input
		Objective 11	can be developed (11.2/11.5)
15.	CFE - Inter Regional - Pre Nursingg and Caring Skills	Aim 1	Badly covered - vocational course allows little room for deviation
		Aim 9^3-9^5	Restriction of CFE syllabus - no time available
		Aim 10^4-10^5	Limited by prior vocational choice
		Aim 12	Unrealistic for our 100 level students.
16.	Composite course includes Numeracy 6.34 Communication skills 772, Foundation course (General) vocational studies	1.5, 1.7, 9.12	Are suspect areas reported by tutors but difficult to say at this stage.
		2.6, 7.5, 12	
20.	YOP Work Preparation course. Group 1 Retail Distribution.	3.3	Lack of time and equipment
		4.3	Not enough time
		4.4	Not enough time
		6.1.3/6.1.4.	Student ability too low
		6.1.10/6.1.11/6.1.12/	Not enough time/student ability too
		6.1.13/6.1.15	low/doubts as to its value.
		6.2.3/6.29	Not enough time/student ability too low
		8.1.1	Not enough time
		8.2.4/9.1/9.1.1/9.1.2/	
		9.1.3/9.1.4/9.1.5/9.1.6	This has been tried unsuccessfully in the past - students would not be interested.
		9.3	Student ability too low.
		9.3.2/9.3.3/9.3.4/9.4/	Has deliberately been avoided - may get
		9.4.1	political.
		9.4.2	Has not been included in syllabus - not enough time.
		9.1.3/9.1.4	Not enough time
		9.1.5	Not enough time - difficult to arrange in a small town
		9.1.6/9.1.7/9.1.8/9.1.9	Not enough time
		10.3/10.5	Not enough time/student ability too low at any rate.

A Draft Student Profile Record

SAMPLE

PROFILE REPORT : PRE-EMPLOYMENT COURSE

Name of student Janet Jameson

Year of course 1980/81 Date of Birth 12.9.63

The above named person ~~is following~~/has completed a one-year pre-employment course at Highfield College of Further Education

and this profile is a record of the nature of the course and ~~his~~/her performance on it.

Name of Course College Foundation Course

HOW TO USE THIS PROFILE

The profile displays the various levels which the student has reached by the end of the course, and records his/her learning experiences.
It should inform employers and others about the nature of the course.
It should be used as a guide to student progress during the course.
It shows the range of the student's abilities and skills, and gives a guide to their suitability for certain employment areas and/or further training.

Summary of attainment in basic skills

	Reading	Writing	Listening Talking	Calculations	Measurement	Graphs and Tables	Visual Understanding	Dexterity	Problem Solving	Coping Skills	Learning Skills
HIGH 1											
2	✓		✓					✓			
3		✓		✓	✓	✓	✓		✓	✓	✓
4 LOW											

A detailed guide to the student's attainment is given on page 1 and 2, and an indication of other learning activities is on page 3 and 4.

A report of the work experience undertaken as part of the course is attached* (*delete if inappropriate)

This profile can only summarise the major characteristics of the course. For further information regarding the course aims, structure content and assessment procedures please ask for Brenda Sood, Course Tutor.

NAME OF COURSE TUTOR RESPONSIBLE FOR COMPILATION OF PROFILE ~~Brenda~~ Sood.

12c

MODERATOR: M. North

DATE: 28.6.81

CORE(a)

ATTAINMENTS IN THE COMMON CORE

BASIC LEVEL → HIGH LEVEL

	GRADE 4		3		2		1
READING	can understand simple notices, labels and short notes.	✓	can follow straightforward written instructions and explanations.	✓	can understand a variety of forms of writing if simply expressed, eg. manuals, indexes, business letters.	✓	can abstract and interpret information (etc) from a variety of written sources, without help.
WRITING	can write simple notes for self and messages for others.	✓	can complete everyday forms and write simple instructions and standard letters.	✓	can write clear and accurate reports, and compose correct and appropriate non-standard letters.		can communicate both information and argument in written form, suiting style to audience and content.
LISTENING/ TALKING	can carry out simple instructions and can communicate at a conversational level with friends.	✓	can follow simple oral explanations, describe straightforward events, and deal with simple queries from strangers.	✓	can make a clear and accurate oral report, interpret more complex instruction and be effective on the telephone and at interview.	✓	adept at most kinds of verbal encounter, eg. group discussions, making and dealing with complaints, public speaking.
CALCULA-TIONS	can do simple whole number calculations using 4 arithmetic rules.	✓	can do simple calculations by mental arithmetic, and convert fractions to decimals and percentages for everyday purposes, eg. money.	✓	Can use simple formulae substitutions, and ratio. Accurate with everyday calculations.		Quick and accurate at complex calculations, and problems in a variety of contexts.
MEASURE-MENT	can read graduated linear scales and dials with some supervision.	✓	Can use simple instruments to measure area, angles, volume, weights, etc.	✓	Can reliably use everyday measuring instruments, convert from one scale to another, and apply simple formulae.		Can use precision instruments, eg micrometers, venier gauges, balances.
GRAPHS AND TABLES	can read simple tables, including timetables with 24 hr. clock.	✓	can read straight line graphs and bar charts and use simple conversion tables.	✓	can read and construct a variety of graphs from tables of figures.		can interpret complex graphs and select type most suitable for purpose.
VISUAL UNDERSTAND-ING AND EXPRESSION	can interpret simple visual displays such as roadsigns or butline maps.	✓	can produce simple 2-D sketch maps or diagrams, and interpret symbols on them.	✓	can give a clear explanation by sketches and diagrams, can interpret scales.		can communicate complex visual concepts adeptly and appropriately. Some ability to design.
DEXTERITY AND CO-ORDINATION	can use simple tools. Sometimes clumsy, not unsafe.	✓	can reliably perform basic manipulative tasks.	✓	can use everyday hand and power equipment safely and efficiently.	✓	can use a variety of tools with stamina and skill, producing good quality results.
PROBLEM SOLVING	can reliably follow routine procedures only with guidance.	✓	can tackle simple problems such as fault-finding by following standard procedures.	✓	can plan events (such as a meeting) select alternative solutions to given problems.		can independently derive, implement and evaluate solutions to a variety of types of problems.
EVERYDAY COPING SKILLS	can achieve basic tasks, such as making tea, under supervision.	✓	can undertake simple everyday tasks such as using taps and can operate some domestic equipment, such as a washing machine.	✓	can undertake a range of tasks, use and maintain everyday machinery.		self-reliant, could fend for him/herself, even in unfamiliar surroundings.
LEARNING SKILLS	can learn in a limited range of contexts, with help.	✓	familiar with basic techniques, needs help with planning.	✓	can use most standard techniques, and select appropriate ones.		can learn effectively by a variety of means and can plan own learning strategies.

General Interpretations of Grades The criteria described above indicate that:

Grade 1 means that the student shows both a good level of skill and the ability to deploy it appropriately.
Grade 4 signifies a very basic level of skill, and that the student probably needs frequent supervision during its use.

VOCATIONAL STUDY

PARTICULAR VOCATIONAL AREA: Basic Clerical Work.

APPLICATION OF SKILLS IN VOCATIONAL AREA: EXAMPLES AND COMMENT	SIGNATURE
READING: Used catalogues, directories, simple filing systems. Needs help with detailed documents, e.g. legal statements.	BG
WRITING: Spelling usually reliable. Grammar less so. Can complete forms and take messages accurately. Copying work very careful.	BG
LISTENING/TALKING: Excellent reports from work experience placement on ability to follow instructions and relate to other staff. Good telephone manner.	BG
CALCULATIONS: Slow at mental arithmetic, but can use calculator. Has completed stock returns, and kept petty cash records.	T.D.
MEASUREMENT: Has used postal scales, and can complete length measurements accurately	T.D.
GRAPHS/TABLES: Can produce simple graphs of sales figures.	T.D
VISUAL UNDERSTANDING: Mapped out office layout for class purposes. Can give directions, using sketch maps.	J.O
DEXTERITY: Very good. Quick and accurate typist (to 35 NPM) Careful with collating, stapling, etc.	B.H.
PROBLEM SOLVING: Uses common sense, but will rely on others for bright ideas.	BG.
DESCRIPTION OF GENERAL CURRICULUM PROVISION IN THIS AREA: Introduction to a range of activities, then specialised in clerical work, including typing, with one day's work experience each week.	

If work experience is provided as part of the course, a report should be attached at the back of this profile.

CORE CONTENT-LEARNING EXPERIENCES

☑ Indicates that learning experience in question has been completed

In the last two sections, performance is indicated by position on a spectrum

CAREER PLANNING	– has investigated and compared own characteristics with those required by various jobs	☑
	– has experienced at least 3 different kinds of job-task, and has evaluated demands made by them	☑
	– has appreciated factors influencing job-satisfaction, job-choice and pay	☑
WORLD OF WORK	– has investigated a specific firm with respect to role of new recruits, older workers and organisation	☑
	– has described and analysed management structures and Union organisation within a particular firm	☐
	– has performed tasks to a set standard in a given time, working co-operatively when appropriate	☑
UNDERSTANDING SOCIETY	– has examined what is at stake in a given issue, the vested interests and the decision-making procedures involved	☐
	– has experienced membership of a decision-making group and has observed a public decision making body in action	☑
	– has developed background knowledge necessary for general understanding of national and local government	☑
	– has identified personal legal rights, with use of reference books where appropriate, and knows how to act on them	☑
ECONOMIC UNDERSTANDING	– has knowledge and skills necessary for effective personal money management	☑
	– has investigated the basic economic factors involved in running a business	☑
	– can describe a selection of firms in basic economic terms	☐
ENVIRONMENTAL UNDERSTANDING	– has identified and assessed the nature of specific environmental problems	☑
	– has investigated the use of energy, material and production methods of specific firms	☐
	– has discussed the implications of specific technological developments on jobs and the environment	☑
PERSONAL RELATIONSHIPS	– is aware of social conventions, is sensitive to other's perceptions, and can respond flexibly and appropriately	high ↕ low
	– has difficulty in interpreting interpersonal behaviour and in modifying own responses when necessary	
VALUES AND ETHICS	– can appreciate the moral consequences of actions, cope sensibly with moral dilemmas and formulate own code of behaviour	high ↕ low
	– has difficulty in identifying moral dimension of issues and in deciding on a clear and consistent personal position	

JOB SPECIFIC STUDY

The following are examples of tasks which the student has successfully undertaken in connection with.....

Office Junior, or Clerical Assistant (title of job)

1. Typed a range of letters and memos, without error.
2. Accurately received and transmitted telephone messages.
3. Tidied and up-dated filing system*
4. Copied, collated and stapled in good time, reports.

* on work experience.

FURTHER COMMENT (CORE CONTENT)

Career Planning

3 job tasks : typing
: reception
, filing clerk.

World of Work

Work experience in hospital office and showroom of gas company

Understanding Society

Planning team for residential week.
Attended 3 council meetings

Economic Understanding

Treasurer for residential week.
Interviewed chief accountant for gas board.

Environmental Understanding

Survey on college litter problems
Visit to see word-processor, and interviewed operator.

Additional Comment on Personal Characteristics
eg adaptability, enterprise, reliability, particular strengths

Particularly good work experience report. Much more conscientious and mature there than in college. Working hard to make up for past failures. She is determined to succeed.

GENERAL INFORMATION

eg other qualifications gained on course; additional experiences

R.S.A. Stage 1 typing.

Residential week in Kent, partly self-catering.

St. John's First Aid Certificate.

Notes on the use of the Profile Report Form.

1. The Profile Report is designed to be as self-explanatory as possible to the reader (ie. a potential employer), but some background explanations may be useful to tutors responsible for using it.

2. On the basis of experience, the following observations are made:-
   i. it is not so daunting in use as it is at first sight;
   ii. the profile is not a means of assessment in itself, but a means of collating records of work done, and attainment tested as part of the course;
   iii. it is suggested that this collation should be done periodically throughout the course, both at tutor team meetings, and in tutorials with the student. This will mean that a fairly up-to-date record will be available for the student to use at any time;
   iv. colleges will initially need to develop their own mechanisms for organising the completion of the profile, although its incorporation into a national system would require more uniform methods.

3. **Front cover.** Apart from the basic information, this is designed to give the same sort of brief overview of the student's attainment that a certificate would. The summary grid would be completed as a histogram at the end of the course, to reflect the attainments recorded on the matrix on page 1.

Page 2. Faces page 1, and leaves room for comments to be written in on how the students' attainments in the core areas relate to their vocational area.

Page 3. Backs on to page 2, and records experiences which relate to the core content. Except in the last two areas, there is no attempt to grade these experiences.

Page 4. Faces page 3. There is space to record some of the tasks that the student has done which relate specifically to his/her chosen work area.

There is space in the sections adjoining page 3 to give more descriptive comments on the type of experiences the student has had.

The right hand column is for the recording of other experiences and attainments, such as additional qualifications gained, residential periods, etc. Reference should be made here to any work experience, and a work experience employers report can be attached to the back of page 4.

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A BASIS FOR CHOICE

NEWSLETTER

FURTHER EDUCATION UNIT

CITY AND GUILDS OF LONDON INSTITUTE

"A Basis for Choice" (the Mansell report) is the report of a study group set up by FEU on Post-16 Pre-Employment courses. It was published in June 1979, and was designed to provide a framework into which the wide variety of 16+ pre-employment courses in FE might fit.

During 1979-80 the structure outlined in A Basis for Choice was tested against courses in 8 different colleges, and found to be broadly feasible. In the summer of 1980, FEU approached CGLI with a request that they examine the validation and certification aspects of the report.

An extended pilot study was planned for 1980-81 during which CGLI and FEU would work together. A joint Curriculum Working Party was set up under the Chairmanship of Mr Jack Mansell, the Director of FEU, who was the chairman of the original study group.

October 14th "Examinations 16-18" – a consultative paper

The publication of the Government Green Paper created a new situation for the Curriculum Working Party. The suggestion that A Basis for Choice might form the basis for a new 17+ "vocational examination" emphasised the value of a school perspective and a group of schools became involved through consultations with the Schools Council. The institutions currently involved are listed below.

Day Conference

A day conference for representatives from institutions was held at CGLI on December 1st, during which it became apparent that there are still many more questions than answers about the implementation of 'ABC', but we hope to have more answers than questions by the end of this year.

In summary, institutions are being asked

1) to examine the implications of the ideas of a common 'induction' phase in their courses, before vocational choices are made.
2) to check the compatibility of the common core objectives described in 'ABC' against the current content of their courses, and see what changes would need to be made to either.
3) to examine the nature of the vocational focus currently provided, in the light of the demands of ABC.
4) to try out the draft profile on groups of students.

Institutions involved in the Feasibility Study

College/School	Course
SE Derbyshire College of FE	CGLI Foundation: Community Care.
South Thames College	Range of college-devised vocational preparation courses.
Southwark College	Range of pre-Employment Courses.
Nelson and Colne College (Preston)	CGLI Foundation: Commercial Studies.
Wulfrun College of FE (Wolverhampton)	CFE(UEI) General.
Eastleigh College of FE	College devised Vocational Preparation courses.
Bournville College of FE (Birmingham) linked with Raddlebarn Centre	and 1) CFE Pre-Nursing and Caring 2) CFE General.
Lancaster and Morecambe College of FE	College devised Career Foundation Studies.
Bilston College of FE (W Midlands)	College devised CGLI Foundation.

College/School	Course
Barnfield College (Luton)	College devised CGLI Foundation
W R Tuson, Preston	College devised CGLI Foundation.
Huddersfield Technical College	College devised Vocational Preparation course (in preparation).
Thomas Danby College, Leeds	CGLI Foundation: Food Industries. General Catering Course. General Pre-Nursing course.
N Lindsey College, Scunthorpe	College devised Vocational Studies Course.
Fermanagh College of FE (N Ireland)	CGLI Foundation.
Waltham Forest College	College Foundation Courses.
Park Lane College, Leeds	College devised course.
Swansea College of FE	CFE/GCE Foundation.
E Devon College of FE	CGLI Foundation/CFE.
Carisbrooke High School IOW (6th form)	CEE.
New College, Wellington (6th form) Walker Technical College, Telford + possible schools from Sheffield, Coventry & Leeds	CEE.

If any other schools and colleges are actively planning provision linked to "A Basis for Choice", we would like to hear about your plans.

Documents which might be useful to people planning courses for 81-82.

1) "A Basis for Choice". FEU report 1979.

2) Report of the feasibility study for 1979-80. (FEU)

3) Draft Profile Report Form, with notes on its use. (FEU)

4) Report of the Day Conference at CGLI (December 1st 1980).

5) FEU response to 'Examinations 16-18' – A Consultative Paper.

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FURTHER EDUCATION UNIT

A BASIS FOR CHOICE NEWSLETTER

CITY AND GUILDS OF LONDON INSTITUTE

No 2 May '81

As this is written, we are still waiting to know to what extent the new 17+ will relate to 'A Basis for Choice', but there are obviously enough colleges who like the look of ABC (or BFC if you prefer it) to base their course designs on it. The pilot is going ahead, and many lessons are being learned. As would be expected there are almost as many varieties of courses as there are pilot colleges, and many colleges not involved in the pilot have been kind enough to send in details of their plans for next year. Many are basing their plans loosely on existing schemes, including other areas of work as they see fit: there are schemes which incorporate TEC units; some include BEC modules; some interesting schemes are based on a series of integrated assignments lasting several weeks, and several school/college linked arrangements also exist.

The present courses

In January, we asked pilot colleges and schools to send us information on their progress, and we had a wide range of responses. Everyone was having a go at all the core areas, and some were having more difficulty than others. Problem areas seem to be political/economic literacy, problem-tackling (for staff as well as students?) and teaching for adaptability and transfer. We have received an interesting paper from Keith Webb of Huddersfield Technical College, analysing what political skills are, and how they might be developed.

Will anyone else who has some relevant, tested approaches to political education for those of average ability, please let us know?

The majority of courses offer a choice of vocational area, with the choice being made anywhere between the second week and the second term.

Most places are still approaching induction with great care, and we obviously need to give much more help for tutors on the development of counselling skills. FEU have asked NICEC to do some work on that. Write for our Project Information Bulletin No. 43.

Every course has a co-ordinator, although they range from Head of Department to L1. (No part-timers this year!) Course teams vary in size; the biggest so far is 22, the smallest 6, although a lot depends on the number of options offered.

Making Plans for 1981/2

The Joint Curriculum Working Party is still monitoring work in progress, but we hope to have an interim report available in June covering areas such as

i. The match of existing courses to ABC

ii. how the vocational focus should be handled

iii. how counselling and guidance might be provided

iv. what learning materials are available, or needed

v. what staff development programmes colleges might attempt

vi how to handle profile reporting.

A final report will be produced in the Autumn, giving a complete picture, with such details as where students went.

Resources Guide

A group of teachers from pilot colleges have spent several weeks registering existing materials which relate to the core areas in ABC. The result is a large annotated catalogue of a variety of material which is commercially available, and which should prove useful to those in the planning stages. Because it is large, we cannot give it our usual blanket circulation, but we are having a small number printed. If you would like a copy, drop a line to Beryl Pratley at FEU, and we will send one when they are ready.

'A Basis for Choice' via Geography!

The planning of integrated courses throws up all kinds of new approaches to conventional subject areas. We have just received details of some work done by a group of Sheffield school teachers on the Schools Council 'Geography 16–19' Project. They took the objectives of ABC, and discovered that they could achieve over 1/3 of them through geographical studies. The finding that much of the ABC core can be dealt with through normal "subjects" may be some comfort to those who are wary of throwing out the baby with the bath water; although the geographers point out that there would still be problems of overlap with other areas (or overkill, as they call it). You might also have difficulty integrating vocational work. More details of the Geography project from Clive Hart, at the University of London Institute of Education.

Is anyone interested in analysing the contribution of History in the same way?

What we think you need to run 'A Basis for Choice' scheme

* students aged 16+, in sufficient numbers to be able to run option groups.

* careful admissions procedures, with objective initial counselling and adequate provision for continuous counselling and assessment during the course.

* an adequate choice of vocational areas.

* tutorial time for student tutoring and staff-team meetings.

* adequate staff development and support arrangements.

* ability to adapt to local needs, and develop locally appropriate curricula.

* plenty of time, energy and stamina!

How prepared are the staff?

On the rounds of consultations and meetings we get the feeling that staff are either excited by the new developments, or rather scared. Staff development is a major need in Vocational Preparation of which ABC is a part, because of the new demands that are created. Not many places seem to have well developed programmes for staff, and yet the need is for in-service, in-house support. Let us know about your college's plans for staff development workshops on experiential learning; on the use of assessment profiles; how to handle work experience and work simulations; how to run residential courses; counselling and tutorial skills, and all the rest.

There will be an end-of-year conference at the City and Guilds. Financial constraints mean that it will have to be "invitation only" to pilot schools and colleges. We hope it will be forward looking, in analysing the lessons learned this year for the future. A report of the conference should be generally available in July.

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Political Education Documentation Service
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WORKING NOTES ON SUGGESTED ADDITIONS TO THE ABC CORE

Note a. The content of graphicacy (with acknowledgements to Professor Balchin)

"In a very condensed form the content might embrace the following concepts and skills: appreciation of direction and distance; appreciation of size, shape and area; linear and angular measurement; space relations and map forms; appreciation of scale; conventional signs; colour distinctions, pattern recognition; mathematical graphs and their interpretation; use of co-ordinates; map projection and art projection; perspective in field sketching and photography; perspective in area reproduction; map making and map interpretation; networks and distributions; ground and air photo interpretation; photogrammetry; colour, radar and infra-red photography; computer graphics; remote sensing devices."

Note b. A simple computer familiarisation programme (with acknowledgements to A F Jeans)

AIM

The general aim is to give the student sufficient confidence and familiarity to be able to deal with commercial systems such as PRESTEL, to be able to use the terminal in the work place (after specific instruction), and to be able to benefit from education and training based on CAL - computer assisted learning.

OBJECTIVES

Students should be able to:-

- recognise various pieces of hardware;
- recall limited technical vocabluary;
- use terminals or microcomputers to run pre-prepared programmes;

- use commercial teletext or viewdata systems (CEEFAX, ORACLE etc);
- work with various computer assisted systems;
- recognise the limitations and the potentials of computer systems.

EXPERIENCE

Students should have been exposed to a range of computing equipment and uses. The experiences should include "hands on" time with a terminal and/or a microcomputer, simple data entry and retrieval, running packages of various kinds, demonstrations of the very simplest elements of a computer language such as BASIC, demonstration of text editing and formatting ("word processing") using either a multi-purpose computer system or a "dedicated" word processor.

Note C. One college produced the following notes for its staff team on possible approaches to aim 9.

While many of these objectives are currently taught in courses at this College under the subject areas of Social and Life Skills, Industrial Studies, and Community Studies some different methods have been chosen.

For convenience the objectives have been split into four headings that seem to suggest themselves;

Objectives 9.2 to 9.43 under the broad area of political knowledge.

Objectives 9.5 to 9.10 under the broad area of personal financial management.

Objectives 9.10 to 9.12 under industry and economics.

Ojbectives 9.13 to 9.19 the law and individual rights.

9.1 Appraise a policy dispute

a. Case studies using local Newspapers, Election Leaflets etc.

b. Personal Profiles on Social and Political attitudes (ref. Eysenck).

c. Role play/dramatisation based on Schools Council Interplay series (eg Trade Unions etc)

9.2 Analyse and appraise groups

a. Exercises - Desert Survival (Un. Assoc.)
- Moon Survival

b. Role play - family, sex, peer groups, (various sources)

c. Participation in clubs, etc.

9.3 Develop awareness of formal decision making

a. Democratic running of group decisions (ethos of course)

b. Forming clubs/constitution/agenda

c. Visits to council meetings courts, etc.

9.4 National Politics

Objectives 9.4. As a suggestion instead of plodding through these objectives in 'cold blood' one approach is to modify these objectives and form a theme of 'decision making' or 'power'.

This theme could begin by considering 'decision making' or 'power' base (students should be able to use their experience from some form of industrial placement) on the shop floor. After starting from this base 'decision making' or 'power' could then be considered on a community/ national basis, into the E.E.C. This could also provide a logical progression onto items 9.13 on (especially 9.15-9.18), concerning the law.

9.5 Check payslip

a. Specimen slip - calculate for different wage levels and studies as in Money management kit. (Ed. Productions)

b. Filmstrip/Tape - Facts of Life (Lloyds Bank).

Objectives 9.6 to 9.8 show the need for students to have some taste of life outside of school/further education for these objectives to be fully successful.

Objectives 9.6 and 9.8 could be brought together as an assignment and include larger expenses such as the initial costs involved in setting up a flat. Hence 9.6 could read, 'to make value-for-money calculations and estimations with specific attention to budgeting and the expenses involved in setting up a flat/house.'

9.6 Income and Expenditure

a. Talk by Bank staff (9.8) (.9)

b. 'Facts of Life' (see 9.5)

c. 'Money Management Kit' (see 9.5)

9.7 Value for Money

a. Systematic study of 'Which' and other consumer publications

b. Study of packeted goods and prices

c. Local research comparing prices in shops.

9.8 Personal Budgeting

a. Talk by Bank (9.6) (9.9)

b. Money management kit (see 9.5)

c. C.R.A.C. - Starting work.

9.9 Bank Services, etc

a. Talk by Bank (9.6) (9.8)

b. 'Facts of Life' (see 9.5)

c. Collection and analysis of leaflets

d. Mini-projects for enquiring into services

e. Business game eg Monopoly (Other than (Monopoly' there does not appear to be anything really suited to this level).

9.10 Business Analysis

a. Slides 'Types of Business Organisation' (Ed. Productions)

b. B.B.C. Material on TECAIR (Printed and TV Programmes).

c. Mini projects on particular firms.

9.11 Variable prices

No immediate sources. Reliance on traditional teaching and discussions. Analysis of National Budget? - effects.

9.12 Firms and Organisations

a. Slides 'Types of Bus. Org.') (see 9.10)

b. TECAIR (see 9.10)

c. College based project relating to firms visited - student selection.

9.13 Central and Local Government Finance

(difficult topic at this level)

Raising of the Rate/R.S.G./line of Depts./Distribution of rates.

Sources (eg Blue Book, Annual Stat., Digest, Whittakers Almanack, Council Minutes)

9.14 Legal Documents

a. Collect speciments (eg insurance, wills, surnames, HP agreements, contracts for comprehension and completion).

9.15)

)Courts and Rights

9.16)

a. Developed as project with Local Juvenile Liaison Officer (Police) Talk and Discussion

b. With (a) visits to Court

c. Various materials on rights (B.B.C. Roadshow, Daily Mirror Posters, etc.)

9.17 Consumer/motorist/employee law

a. Use of various pamphlets from Govt. Depts., TUC., AA., etc.

b. Use of various handbooks (eg N.C.C.L. binder)

9.18 Civil and Criminal Law - Tribunals

a. Case Studies (various sources)

b. Role plays covering different Tribunals (eg 'Tenement' - Shelter).

9.19 Legal Aid and Advice

a. Agency game 'Help' - B.S. Unit/N.E.C.

b. Mini-projects on specific enquiries.

Further Education Curriculum Review and Development Unit

Publications

Title	*Date Published*
Experience, Reflection, Learning suggestions for organisers of schemes of Unified Vocational Preparation	April 1978
A Basis for Choice Report of a Study Group on Post-16 Pre-Employment Courses	June 1979
Supporting YOP suggestions for colleges involved in the Youth Opportunities Programme	June 1979
Developing Social and Life Skills strategies for tutors	March 1980
Active Learning: A Guide to current practice in experiential and participatory learning	May 1980
Active Learning: A Register of experiential and participatory learning Parts 1 and 2	May 1980
Day Release – A Desk Study	July 1980
Further Opportunities in Focus a study of bridging courses for women	July 1980
FEU Response to 'Outlook on Training' Review of the Employment and Training Act 1973	July 1980
Loud and Clear? summary of a study of curriculum dissemination in further and higher education	August 1980
Beyond Coping Review and Synthesis of Research and Development in Social Education	August 1980
FEU/WMAC YOP survey in the West Midlands (available from the West Midlands Advisory Council, Norfolk House, Smallbrook Queensway, Birmingham B5 4NB. Price £3.50)	August 1980
Annual Report 1979-80	August 1980
FEU Response to White Paper 'Special Needs in Education' (Cmnd 799)	October 1980
FEU Response to 'Examinations 16-18' Consultative Paper	December 1980
FEU Response to 'Continuing Education'	January 1981
Signposts – A map of 16-19 educational provision	January 1981
Vocational Preparation	February 1981
FEU Response to: 'CET: Open Learning Systems in Further Education and Training (December 1980)'	March 1981
Transition and Access a review of low level courses in ILEA	February 1981
Curriculum Control review of major styles of curriculum design in FE	March 1981
Balancing The Equation a study of women and science and technology within FE	August 1981